

PRIMARY 1

DISCOVER

Teacher's Guide

2020/2021

Term 2

FOREWORD

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system starting in September 2018 with KG1, KG2 and Primary 1 continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, Discover, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own "Center for Curriculum and Instructional Materials Development" (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to "Discovery Education," "Nahdet Masr," "Longman Egypt," UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counselors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the ministries of higher education & scientific research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developing countries and to ensure a great future to all of its citizens.

WORDS FROM THE MINISTER OF EDUCATION & TECHNICAL EDUCATION

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education & Technical Education

Contents

How to Use This Guide



The teaching guide is designed to provide instructors with a clear path to follow to implement multidisciplinary instruction and a dedicated mathematics window, devoted to building early numeracy. If instructors have not used such a guide before, some practical advice follows:

- Read each chapter carefully. Make notes and highlight important details.
- For the multidisciplinary window, read and annotate the Teacher Guide and Student Book side-by-side.
- Take note of the following:
    - What are the students discovering or learning? (Content)
    - What are the students being asked to do? (Activity)
    - What is the teacher discovering about the students? (Assessment)
    - How could you adapt the lesson for the different experiences and abilities in your class? (Differentiation)
- Gather the necessary materials and make any preparations before implementing the lessons. Consider additional classroom management techniques as necessary for your particular class and learning environment.
- During and after implementing each lesson, reflect and make notes on what was successful and possible suggestions for improvement.
- Planning with another teacher can often lead to greater implementation success as it provides an opportunity to discuss classroom expectations, management procedures and ensures that lessons are differentiated to better suit the needs of students. It is suggested that teachers meet with other instructors at least weekly to plan and reflect.

Within the **multidisciplinary** window, content is integrated across different disciplines. In one lesson, students may practice and apply skills in mathematics, social studies, science, and the arts. Each theme includes chapters that coincide with project titles or topics. Projects are used as a means of formative assessment and allow students to demonstrate skills and knowledge across different content domains.

For the **multidisciplinary** guide, chapters are organized into three components:



Discover

- The beginning of each chapter introduces the thematic project to students. Discover allows students to explore what they already know related to the project and create some questions about what they wonder or want to learn. Students discover through observation, questioning, and discussion.



Learn

- Content across disciplines is integrated in the Learn portion of the chapter, with a specific focus on content and skills that students will use to complete the chapter's project. Students practice and apply skills, and investigate concepts to learn and build understanding.



Share

- At the close of each chapter, students share projects, reflect on their learning process, and provide feedback to classmates

Background

Based on the philosophy of the General Framework for the General and Technical Education Curricula 2018/2030 which aims at encouraging an Egyptian citizen to have the predefined specifications and necessary life skills for life and work in the 21st century, four themes have been prepared to represent the infrastructure of the curricula.

TERM 1:
Theme 1: Who Am I?
Theme 2: The World Around Me

TERM 2:
Theme 3: How the World Works
Theme 4: Communication

Each theme is divided into three chapters. Every chapter begins with an **Overview**, **Learning Indicators**, and **Pacing Guide**. It is strongly suggested to thoroughly read each of these sections as they provide beneficial information about the implementation of each project.

- The **Overview** provides a description of each component of the chapter as well as the total number of days for implementation.
- The **Learning Indicators** describe what students should know or be able to do.
- The **Pacing Guide** provides a description of core student learning and actions each lesson.

Each theme involves the integration of subjects and includes projects as a means of formative assessment. Projects integrate topics and concepts of the different fields of study through a number of issues and challenges in order to develop a range of skills and their supporting values. The project includes a number of individual and group activities based on child activity and effectiveness that are fully linked to the theme and its goals.

This curriculum guide is intended to support teachers in the preparation and implementation of projects by providing step-by-step instructions embedded with teacher input, instructional strategies, and classroom management techniques.

Learn more about Education 2.0



Life Skills

The Curriculum and Instructional Materials Development Center at the Ministry of Education has established the General Framework for the General and Technical Education Curricula 2018/2030. The specifications of the framework aimed to develop a creative and innovative citizen who will continue to teach and learn, coexist in harmony with others, who is an effective leader and positive follower proud of his country and heritage, who adheres to his/her values, who has a competitive spirit and faith in work values and who is a promoter of the principles of entrepreneurship.

To achieve the specifications, 14 life skills were identified that must be acquired by each child. These skills are based on the 12 core skills developed by the Life Skills and Citizenship Education in the Middle East and North Africa (LSCE-MENA) initiative, led by UNICEF in collaboration with partners at country, regional, and global levels.



The Life Skills are classified into four learning dimensions:

- **Learn to know:** scientific skills (critical thinking, creative thinking, problem solving)
- **Learn to work:** job skills (cooperation, decision making, negotiation, productivity)
- **Learn to be:** self-skills (self-management, accounting, communication, stability)
- **Learn to live with others:** co-existence skills (participation, sympathy, respect of diversity)

The framework also consists of five main issues: environment and development, health and population, globalization, non-discrimination and citizenship. The curriculum is based on the life skills and local and global issues and challenges within integrated areas of study rather than the separate educational subjects. While life skills are a daily part of the curriculum, each skill will be targeted as the students progress from KG1 through P6.

Several teaching approaches are utilized to support the development of life skills including solving problems, working in teams, participating in play, and completing projects. These approaches allow students to develop life skills through the use of inquiry-based instructional strategies and interaction with peers.

MULTI P1 Second Term Pacing Calendar



- How Goods Are Made Around the World — Days 61-70
- How Business Works — Days 71-80
- Buying, Selling, and Saving — Days 81-90



- Storytelling — Days 91-100
- Communicating with Numbers — Days 101-110
- Communicating with Art — Days 111-120

P1 Pacing Guide

	WEEK	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
HOW THE WORLD WORKS	1	DISCOVER How Goods in the World Are Made	DISCOVER How Goods in the World Are Made	DISCOVER How Goods in the World Are Made	LEARN How Goods in the World Are Made	LEARN How Goods in the World Are Made
	2	LEARN How Goods in the World Are Made	LEARN How Goods in the World Are Made	LEARN How Goods in the World Are Made	SHARE How Goods in the World Are Made	SHARE How Goods in the World Are Made
	3	DISCOVER How Business Works	DISCOVER How Business Works	DISCOVER How Business Works	LEARN How Business Works	LEARN How Business Works
	4	LEARN How Business Works	LEARN How Business Works	LEARN How Business Works	SHARE How Business Works	SHARE How Business Works
	5	DISCOVER Buying, Selling, and Saving	DISCOVER Buying, Selling, and Saving	DISCOVER Buying, Selling, and Saving	LEARN Buying, Selling, and Saving	LEARN Buying, Selling, and Saving
	6	LEARN Buying, Selling, and Saving	LEARN Buying, Selling, and Saving	SHARE Buying, Selling, and Saving	SHARE Buying, Selling, and Saving	SHARE Buying, Selling, and Saving
COMMUNICATION	1	DISCOVER Storytelling	DISCOVER Storytelling	DISCOVER Storytelling	LEARN Storytelling	LEARN Storytelling
	2	LEARN Storytelling	LEARN Storytelling	SHARE Storytelling	SHARE Storytelling	SHARE Storytelling
	3	DISCOVER Communicating with Numbers	DISCOVER Communicating with Numbers	DISCOVER Communicating with Numbers	LEARN Communicating with Numbers	LEARN Communicating with Numbers
	4	LEARN Communicating with Numbers	LEARN Communicating with Numbers	SHARE Communicating with Numbers	SHARE Communicating with Numbers	SHARE Communicating with Numbers
	5	DISCOVER Communicating with Art	DISCOVER Communicating with Art	DISCOVER Communicating with Art	LEARN Communicating with Art	LEARN Communicating with Art
	6	LEARN Communicating with Art	LEARN Communicating with Art	LEARN Communicating with Art	SHARE Communicating with Art	SHARE Communicating with Art

Instructional Strategies

The instructional strategies described are woven throughout the Teacher Guide. These are not meant to be the only methods used in the classroom, rather are highlighted as best practices for engaging students in active, inquiry-based learning. As teachers and students gain familiarity with the strategies, instructors may wish to modify and personalize to suit the needs of each individual classroom.

For more strategies visit: tinyurl.com/Edu2-0strategies



INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Attention Getting Signal	Teacher uses an explicit signal to get the attention of the class when they are talking in pairs or working in groups. There are many options for signals, and more than one can be used as long as students recognize it. Options include a clap pattern that students repeat, a simple call and response phrase, or a hand in the air (see: Hand Up). This strategy allows teachers to ask for students' attention without shouting or immediately disrupting student conversations.
Bell or Ring the Bell	Ringing a bell can be used as an attention getting signal (see above) or to indicate to students that it is time to switch stations or move to another learning task. The bell signals a change without requiring the teacher to interrupt students' work.
Brainstorm	Students provide multiple answers for an open-ended question. This can be done as a whole class or in groups or pairs. The purpose of a brainstorm is to list many answers, not to critique whether answers are realistic, feasible, or correct. Once an initial broad list is made, students can go back to answers to prioritize or eliminate some options. This strategy promotes creativity and problem solving.
Call and Response	Teacher reads a line or portion of a text, then students read the next portion. Teacher and students alternate until the entire text has been read aloud. An alternative use of this strategy is for the teacher to read a sentence with a word missing, and students respond with answers, either in unison (if the response is straightforward and known), or with unique answers as appropriate. Call and response encourages a large number of students to vocalize answers instead of limiting answers to individually selected students.
Calling sticks	Teacher writes names of students on popsicle sticks and places them in a can/jar. To call randomly on students, the teacher pulls a stick from the jar. After calling on the student, the teacher places that stick into another can/jar so that student is not immediately called on again. This strategy helps teachers call on a wide variety of students and encourages all students to be ready with an answer.
Can You Guess My 2-1-4?	Gather 2 facts, 1 clue, and 4 images about a topic. Present the facts to students one at a time. Have students discuss the facts and make predictions about what the topic might be. Move on and share the clue. Ask students to refine their predictions based on the new information. Finally, share images. Ask students to share their predictions, providing justifications for their predictions. This strategy engages students and encourages students to make predictions with limited (but increasing) amounts of information.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Charades	Teacher organizes students into small groups. One student silently acts out a concept so that his team can guess what he/she is acting out. Students take turns acting out concepts. This strategy promotes critical thinking, careful observation, and prediction.
Choral Reading	Choral reading is a literacy technique that helps students build fluency. During choral reading a group of students reads a passage out loud together with the teacher. If possible, the teacher points to the words as they are being read and students point to the words if written in workbooks. This technique allows students to practice fluency without the pressure of reading solo. It also supports students' confidence in reading and speaking out loud.
Countdown	Teacher counts out loud and with fingers raised over head to ask for students' attention or signal a change of activity. The teacher can determine how quickly to count based on the readiness of students. This strategy allows students to quickly finish a task or thought before turning attention to the teacher.
Count Off	Teacher breaks students into groups by having students count off to a certain number. It's important to tell students to remember their number. For example, if the teacher wants three groups, the first student counts one, the next student says two, the next says three and the next student starts over at one, etc. When all students have counted, tell all the number ones to meet together, all the number twos and then all the number threes. This strategy enables time-efficient grouping and reinforces conceptual number use.
Fishbowl	Students gather around a teacher or group of students who are modeling something new. The students observe carefully as if they are watching fish in a bowl. This strategy promotes full attention of students even when individual students are not actively participating in the demonstration.
Four corners	Each of the four corners of the room corresponds to a possible opinion about a thought-provoking statement. Teacher may post a picture or a prompt in each corner of the room to represent the opinions/statements. Students walk to the corner that interests them or expresses their opinion to group with other like-minded students. This strategy allows students to express opinions and to prepare justifications with others who agree before presenting to the class.
Gallery Walk	As if in a museum, students walk past displays and respond to questions or prompts about the display. This strategy can be used in multiple ways, including to consider ideas posted on chart paper around the room or to view classmates' final products. This strategy encourages diversity of thought. When used at the end of a project, this strategy allows students to celebrate and take pride in their work while also honoring and responding to others' work.
Half the picture	Given half of a picture, students predict what the rest of the picture will look like and draw it. This strategy requires students to use new information to complete an image. This active learning strategy ensures that students are building on prior knowledge and assimilating new knowledge.
Hands Up	Teacher holds a hand in the air to signal that students should stop what they are doing, stop talking, and look up at the teacher. When students notice the teacher's hand up, they also raise a hand to signal to classmates. This strategy is used as an attention getting signal.
Hands Up, Pair Up	Students stand and walk around the room quietly with one hand raised in the air. The teacher says "Stop--Pair Up". Students clap hands and stand together with a nearby student. Anyone with a hand still up needs as partner. Students can easily find each other and pair up.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
I Do, We Do, You Do	I Do: Teacher demonstrates or models an action to take place, such as reading a passage to the students. We Do: Students repeat the action with the teacher, such as re-reading a passage in unison. You Do: Student practices the learned action without the guidance of the teacher. This strategy supports students by modeling an expectation, allowing for low-pressure practice, then providing opportunities for independent practice.
Imagine That	Teacher describes a person, animal, plant, or situation for students to act out. Students imagine that they are the living thing or are in the situation and act out what happens. This can also be done in groups with a student, or rotating students, acting as the leader. This strategy promotes imagination and long-term memory. (See also: **Charades** to add a guessing element.)
I See Very Clearly	Teacher tells students he/she sees something. Students guess what it is as teacher gives students clues. Students use observation and listening skills to guess correct object. This strategy emphasizes use and identification of object properties and characteristics.
Jigsaw	Organize students into "expert groups" of 4-6 (e.g., groups of six named A, B, C, D). Assign each group a topic or segment of information to learn. Give students time to learn and process their assigned segment. Then, rearrange students into new groups that include one student from each former "expert" group (e.g., six new groups that include one student from A, one from B, etc.). In the new groups, each student shares information on their expert topics with the rest of the group. This strategy reinforces the concept that learning is a group activity and encourages working together over competition.
KWL Chart	A three-column chart that is used for the duration of a topic of study. It can be used whole group, small group, or individually. Column 1 (Know) contains answers to: What do students already know? Column 2 (Want) contains notes on what students Want to know (questions that they have). This column can be added to throughout the study. Column 3 (Learned) contains notes on what students have Learned and is added to periodically throughout a given topic of study. This strategy reinforces the idea that we bring what we already know into new learning situations, and that as we learn new questions often arise. It also reinforces the skill of taking notes.
Lean and Whisper	Students lean one shoulder in toward one neighbor to answer a question that has a 1-2-word (or short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom. This is used for KG1 students as a specific type of the "Shoulder Partner" strategy.
Model	The teacher or student demonstrates exactly how to complete a task. The rest of the class can ask questions before repeating what was demonstrated. This strategy allows the teacher to review any safety concerns or difficult aspects of a task, as well as share advice for task completion. This method should not be used for some inquiry activities, as it could over-influence the direction of student thinking.
Number Sign	Teacher can check for understanding quickly by asking a question and giving students a choice of answers. Students hold up one, two or three fingers in response to the question asked. Teacher quickly scans the fingers raised to get a sense of how many students are tracking the material.
One Stay One Stray	After working with partners, one person stays with the work product to present to other students while the second partner walks around and listens to peers in the class share. Then the two students switch roles. Using the strategy, both partners get to share their project and listen to others share.
Pair/share	Students work collaboratively with a partner to solve a problem or answer a question. This strategy asks students to think individually about a topic or answer and then share their ideas and thoughts with a classmate.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Popcorn	Call on one student to answer a question. After the student has answered the question, they say "popcorn" and say the name of another student. It is now the turn of that student to answer the question, then pick a new student, and so on. If a student has responded, they should not be called upon a second time during the same popcorn activity.
Role play	Students pretend to be someone else - another student or another person - taking on the actions and dialogue of that person. Role-playing can also be done when speaking as a puppet. This strategy promotes empathy and respect for differences.
Shake It Share It High Five	Students move around the classroom until teacher signals to stop. Students then partner with a nearby student. Partners shake hands, share ideas or work products, then high five before moving around again to find a new partner. This strategy gets students out of their seats and moving, while also allowing them to share with classmates they don't sit near.
Shoulder partners*	Students lean and talk quietly with the person sitting next to them. Shoulder partner can be used literally to just talk to the people sitting on either side, or for slightly larger groups of 3-4 -with everyone's shoulders "touching" (this promotes the ability to speak softly - in sort of a huddle). *See "Lean and Whisper" and "Turn and Talk" for further breakdown for KG1.
Sky Writing**	Teacher or student uses two fingers and straight arm to write a number or letter in the air. For numbers and letters, sky writing can include a grid (lines designated by clouds, a plane, grass, and a worm) that helps break down the direction of each stroke. This strategy allows students to learn and practice what numbers and letters look like before writing with a pencil. **See Sky Writing Procedure section for more information.
Talking Sticks	Students sit in a small group. Teacher gives one student a talking stick (this can be anything-a pencil, actual stick, etc.). Only the student with the stick may speak. The student can then pass the stick to the next person. This strategy ensures that everyone has a turn speaking and that students don't interrupt each other.
T-chart	A T-chart is a two-column graphic organizer that allows students to visually arrange and present information. This strategy is used to compare and contrast.
Think Aloud	The teacher models a process of thinking by speaking aloud what is thought. As an example, "I think I need more color here in my drawing." This strategy models for students the type of thinking they can use in an upcoming activity.
Think Time	Teacher allows a distinct period of silence so that students can process tasks, feelings, and responses. Allow students 15-30 seconds to think to themselves before calling on anyone to provide an answer to the class.
Thumbs Up	Teacher can quickly check for understanding using this strategy. Students hold thumbs up for agreement and thumbs down for disagreement to a question asked by the teacher. Thumbs up can also be used as a way for students to signal to a teacher that they are ready for an instruction.
Turn and Talk	Students turn "knee to knee" and "eye to eye" with a shoulder partner to discuss answers to long-form questions. This strategy allows students to discuss ideas, reflect on learning, and check each other's answers. This is used for KG1 students as a specific type of the "Shoulder Partner" strategy.
Venn Diagram	Teacher draws two or more large overlapping circles as a graphic organizer to show what is the same and different about multiple topics. Teacher notes similarities in the overlapping section of the circles, then summarizes differences in the respective parts of the circles that do not overlap. This strategy allows students to visually see and record similarities and differences.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Wait Time	Similar to the think time strategy, the teacher waits at least 7 seconds after asking a question to the whole class or after calling on a student to respond. This provides time for students to think independently before an answer is given out loud.
Whisper	Teacher can provide whole class verbal processing time by allowing students to respond to a question by whispering the answer into their hands. This strategy prompts every student to attempt an answer, with no social-emotional recourse if their answer is wrong.
Word Web	Teacher writes the main topic in a center circle, then creates lines coming out from the circle to record key details about that main idea. This strategy encourages students to more deeply understand a topic and allows students to see how facts or pieces connect back to a larger topic.
Zoo Can	Similar to Calling Sticks, the teacher pulls a name stick from the can and the students must count backwards while acting like an animal. This can be used for relevant content instruction or as a quick break when students need to move and laugh before finishing a task or moving on to a new task.
Carousel	Divide the class into two roughly equal groups and have students stand in two large circles, one inside the other. Students in the inner circle face out and pair with a student in the outer circle. Students in the inner circle share, while students in the outer circle listen and ask questions. The teacher can rotate the outer circle a few times so that students talk with more than one partner. When the inner circle is done sharing, the circles can change places and/or roles. This strategy provides structure for sharing and listening.

Lesson Preparation Template for Education 2.0

Grade (P1)Class: ________ Date: ________ Present: ________ Absent: ________ Students' total number: ________

Content / Windows	Theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions/ Modeling	Digital esources	Differentiation / Challenges	Maths Journal	Enrichment

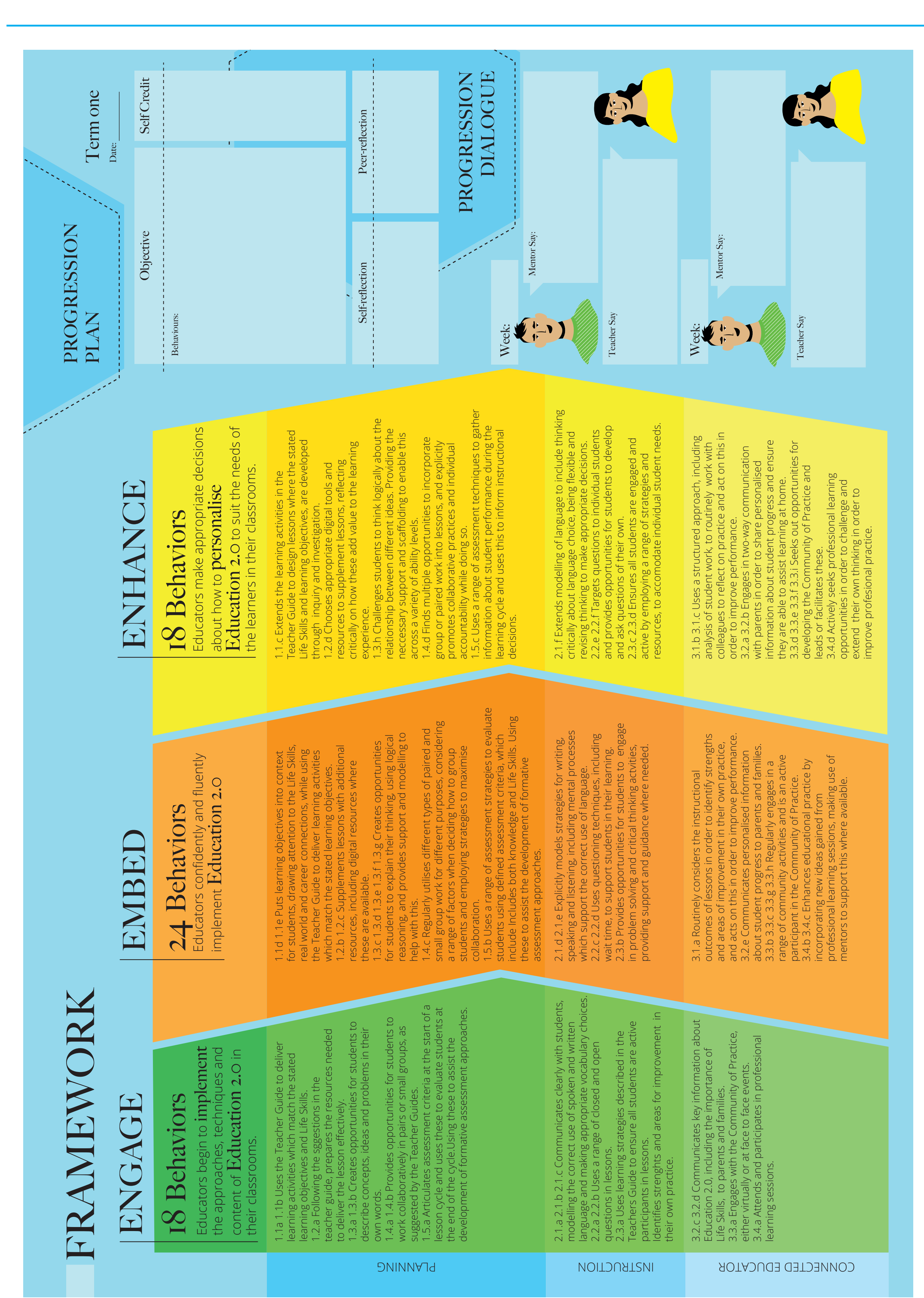
Teacher's Self Reflection	☐	Exceeds expectations	☐	Meets expectations	☐	Sometimes Meets Expectations	☐	Below Expectations	☐

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Teacher's Self Reflection	☐	Exceeds expectations	☐	Meets expectations	☐	Sometimes Meets Expectations	☐	Below Expectations	☐

Teacher Framework



Progression Plan and Dialogue Template

Progression Plan

Credits

Objective

Credits

Objective

Self Reflection

Peer Reflection

Self Reflection

Peer Reflection

Credits

Objective

Credits

Objective

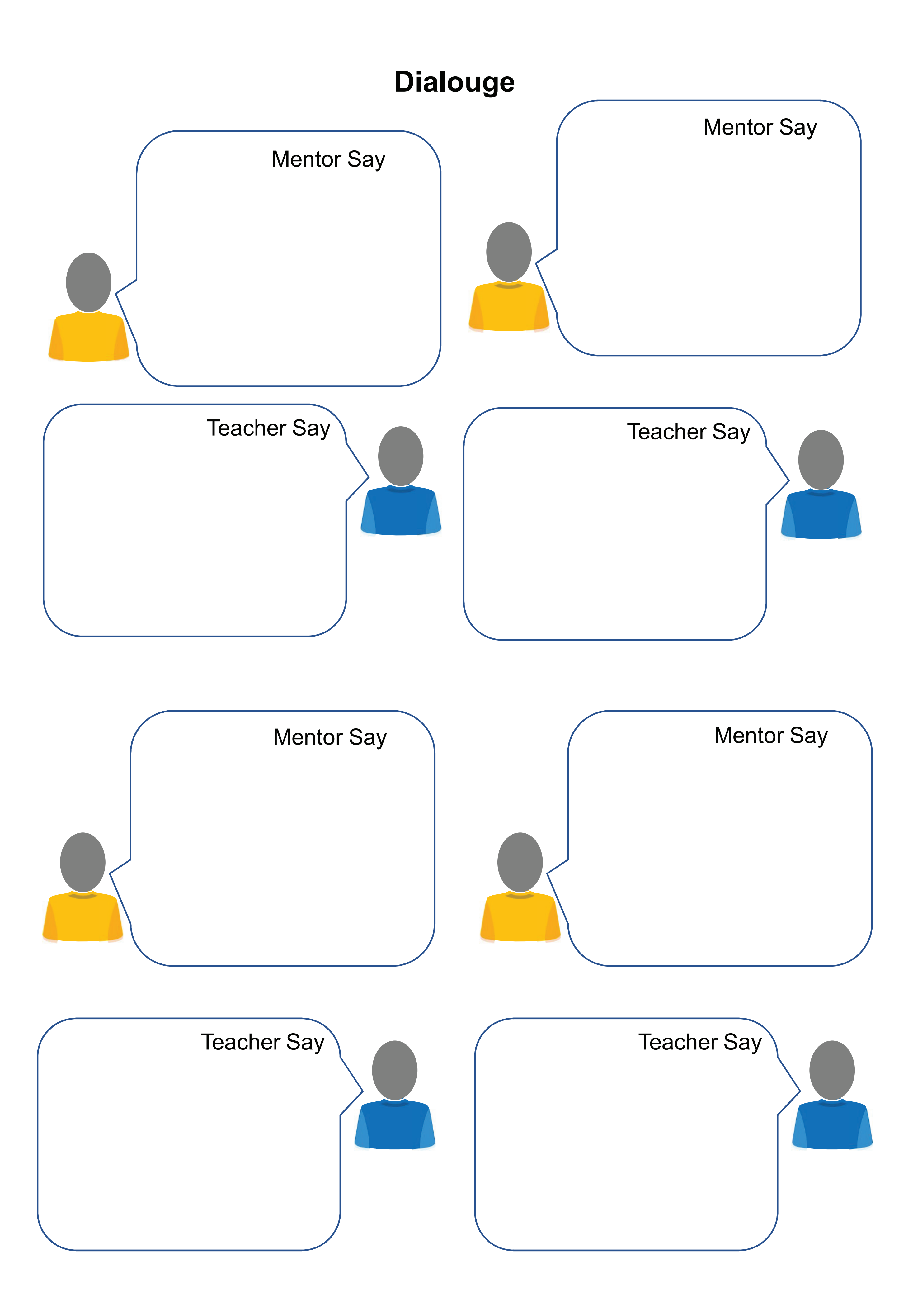
Self Reflection

Peer Reflection

Self Reflection

Peer Reflection

Dialouge


Mentor Say
Mentor Say
Teacher Say
Teacher Say
Mentor Say
Mentor Say
Teacher Say
Teacher Say

Digital Resources Available For Use

Teachers are encouraged to use resources from the Egyptian Knowledge Bank as digital learning objects. Visit **www.ekb.eg** to access thousands of resources from the world's top education publishers.

NO.	DISCIPLINE	CLIP TITLE	DESCRIPTION	CLIP TITLE	QR CODE
1	Life Skills	**Collaboration**	The video shows students how to collaborate with each other by working together as a team. They share their ideas, take turns, and make decisions together.	https://plu.sh/r7yan	
2	Life Skills	**Respect for Diversity**	Students learn that we are all similar but at the same time, different. We might look different, have different kinds of families, and celebrate different holidays, but ultimately, we are all the same	https://plu.sh/e9h7v	
3	Life Skills	**Empathy**	Students learn how to accept mistakes and empathize with others. They also help each other when things go wrong and help them to fix mistakes	http://tinyurl.com/y7nd47do	
4	Life Skills	**Sharing**	Students demonstrate sharing their work and sharing their tools and ideas. They take it turns trying different roles and learn how to behave as a leader or as a member of a group.	https://plu.sh/xefa8	
5	Social Studies	**Goods**	Students learn about different types of goods they come across in their every day lives, where to find them, and the different people who produced them	http://tinyurl.com/y9nzrchh	
6	Vocational Fields	**Commerical Jobs**	Students learn about the goods they use in their daily lives and from where to purchase these goods. They also learn about the jobs of people who produce these goods such as a baker and the library's staff.	http://tinyurl.com/y7lbmoqc	
7	Math	**Breaking 5 Apart**	Students demonstrate how the number 5 can be divided. They have some fruit that they share together in different combinations of 5	https://plu.sh/4xctp	

NO.	DISCIPLINE	CLIP TITLE	DESCRIPTION	CLIP TITLE	QR CODE
8	Math	**Breaking 10 Apart**	Students play a game making groups of ten and learn how to break apart the number ten in more than one way	https://plu.sh/m3hd9	
9	Math	**Ordering up to 10**	Students learn about the order of things around them and how to apply this to tasks in their daily lives. They also learn how tasks can be done in a particular order.	https://plu.sh/j8wdc	
10	Science	**The Sun**	Students learn about the sun as a source of energy and heat. They also learn about its daily cycle and the difference between shade and light.	http://tinyurl.com/y7l8cbxx	
11	Science	**Motion**	Students play with non-living things and make them move. They learn that force is the source of movement and that there is more than one kind of force, such as pushing, rolling, spinning, sliding, and bouncing.	https://plu.sh/86b7q	
12	Science	**Taking Care of our Environment**	Students learn about the elements of the environment and the importance of taking care of their environment. They learn how they can help each other by cleaning up their environment.	http://tinyurl.com/y7uq4p5q	
13	Journalism	**Journalism Basics**	Students learn how to gather information to write a news report and learn about the devices that can be used to record this report.	https://plu.sh/n3tdu	
14	Information Communication/ Technologies	**Being Safe on the Internet it**	Students learn how to use a strong and appropriate password for digital devices to keep their personal information safe.	https://plu.sh/vrg7w	

PRIMARY 1

Multidisciplinary

HOW THE WORLD WORKS

Chapter 1: How Goods Are Made Around the World

Theme Overview

How Goods Are Made Around the World

COMPONENT	DESCRIPTION	LESSONS
Discover	Students explore the difference between wants and needs as they discover various kinds of goods and where goods come from.	3
Learn	Students learn about the resources needed to manufacture goods as they articulate the life cycle of a product. Students learn about how technology makes life, work, play, and manufacturing easier.	5
Share	Students make bread to share as they present the life cycle of bread and the importance of professions and goods to classroom guests.	2

Connection to Issues



Environmental: Our earth and environment need to be sustained. We can appreciate the environment as a community.

Globalization: Technology helps us and has changed over time. We have a special culture in Egypt around water.

Life Skills Addressed

How Goods Are Made Around the World

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. • Identify the relationship among different items. • Observation. • Ask questions. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. • Fluency. **Problem Solving:** • Identify the problem. • Collect data. • Suggest solutions to problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Respect for others' opinion. • Exchange information. **Productivity:** • Set clear goals. **Decision Making:** • Select the appropriate alternative. **Negotiate:** • Effective listening. • Good inquiry.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Trust others.
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression. • Verbal and non-verbal communication. **Resiliance:** • Adapt and make adjustments to meet challenges.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

Fluency
- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Reading Comprehension: Literature
- Ask and answer questions about key details or information in a text.
- Read literature of appropriate complexity for Primary 1.

Reading Comprehension: Informational Text
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Use the visual representations and information in a text to describe its key ideas.
- Identify basic similarities in and differences between two texts on the same topic.
- With prompting and support, read informational text appropriately complex for Primary 1.

Language: Vocabulary Acquisition and Use
- Participate in collaborative conversations.

WRITING:

Foundational Skills
- Write high-frequency words.
- Arrange words to form sentences.

SPEAKING AND LISTENING:

Foundational Skills
- Participate in collaborative conversations with diverse partners about topics and texts.
- Ask questions to clear up confusion about topics and texts.

SCIENCES:

Earth and Space
- Explain the importance of water.

Life Sciences
- Observe, describe, and compare the life cycles of humans and plants.

Environmental Science
- Recognize that caring about the environment is an important human activity.

Engineering Design and Process
- Develop an understanding of the characteristics and scope of technology.
- Develop an understanding of the engineering design process.

Physical Science
- Describe that materials differ in color, taste, odor, and touch using 5 senses.
- Compare the observable properties of a variety of objects and the materials they are made of.

SOCIAL STUDIES:

Understanding the World from a Spatial Perspective
- Explain the difference between something we want and something we need.
- Describe the stages of manufacturing commodities (e.g., bread).
- Identify the materials used in manufacturing some commodities (e.g., wheat is cultivated for bread, cotton is used in manufacturing clothing).
- Identify different types of goods.
- Explain the connection between commodities and where they are provided/sold.
- Identify that resources are used to make products.
- Describe types of businesses in the community (e.g., bakery, butcher, bank, grocery store).
- Explain the connection between a profession and the place in which they work.
- Identify some jobs, both professional and manual labor (e.g., doctor, engineer, farmer) and the places where these take place.
- Explain what would happen if some professions did not exist.
- Demonstrate respect for people practicing different professions (through drawings, etc.).

ECONOMICS AND APPLIED SCIENCES

Resources of Individuals and Families
- Identify the concept of resources.

Importance of Managing Individual and Family Resources
- Identify home appliances and tools.
- Conserve the use of water.

VOCATIONAL FIELDS: COMMERCIAL JOBS

Developing Communication and Social Interaction Skills
- Distinguish between different kinds of commercial goods.
- Explain the importance of commercial professionals and shops in the community.

Respecting and Maintaining the Environment and Self
- Identify the names of goods being sold or purchased in the environment.

INFORMATION AND COMMUNICATION TECHNOLOGIES:
- Use digital sources to find information.
- Identify digital resources to meet the information need.
- Identify relationships between digital information and resources and real life.

- Use digital technologies (i.e., computer) appropriately to support learning.
- Explain how digital technologies affect the way people live, work, and play.

MATH:

Counting and Cardinality

- Count objects to tell how many there are.
- Understand the concepts of greater than, less than, and equal to up to 20.

Operations and Algebraic Thinking

- Classify objects by their attributes (color, size, and shape).

Numbers and Operations in Base Ten

- Describe the position of objects using ordinal numbers to 10th.

ARTS

Design: Basic Elements of Design

- Distinguish between the dot, line, and shape.
- Identify foreground and background in images.
- Use line to create images of humans, animals, and birds.

CH 1 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Explain the difference between wants and needs.
2	**DISCOVER: Students will:** • Explain the difference between wants and needs. • Discuss where things come from. • Identify that resources are needed to make products.
3	**DISCOVER: Students will:** • Identify names of goods being sold, purchased, or made in the environment. • Distinguish between and categorize different kinds of goods. • Distinguish between and categorize where different goods can be purchased. • Synthesize learning about goods in writing.
4	**LEARN: Students will:** • Identify materials used to make goods. • Define the stages of manufacturing a product. • Compare the life cycles of humans and plants to the life cycle of a product. • Analyze the environmental impact of consumer decisions. • Understand the importance of caring for the environment.
5	**LEARN: Students will:** • Identify digital resources that are appropriate for locating information and use them to find information about the process of manufacturing T-shirts. • Read informational text to learn about technology used in manufacturing. • Explain how technology affects life, work, and play. • Compare the manufacturing of goods with and without technology
6	**LEARN: Students will:** • Read narrative text to support learning. • Invent a machine or piece of equipment to make life, work, or play easier. • Explain how technology affects life, work, and play. • Present invention to peers. • Revise invention based on feedback from peers.
7	**LEARN: Students will:** • Identify home appliances. • Explain how appliances are examples of technology that make life, work, and play easier. • Explain the importance of conserving water as one way to care for the environment.
8	**LEARN: Students will:** • Summarize how bread is created from start to finish. • Create a life cycle diagram for the bread-making process. • Show appreciation for bakers in the community.

LESSON	INSTRUCTIONAL FOCUS
9	SHARE: **Students will:** • Prepare bread dough. • Create a self-portrait of themselves eating bread. • Express an opinion about bread in writing.
10	SHARE: **Students will:** • Work with classmates to keep environment clean. • Prepare for bread presentation and celebration. • Explain the importance of certain professions and goods. • Welcome guests into classroom. • Conduct presentation. • Use appropriate language, body language, and facial expressions.

Materials Used

Student book

Pencils

Crayons



Scissors



Blackboard or chart paper



Chalk or markers for board



Cotton balls or pieces of cotton (optional)



T-shirt (optional)



Loaf of bread (optional)



Picture of a sickle

Ingredients for bread (flour, salt, milk, oil)



Plastic resealable bags, large



Pans or trays



Napkins



Towels



Tape



Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Explain the difference between wants and needs.	• Goods • Want(s) • Need(s)	• Student book • Pencils • Crayons • Scissors • Board or chart paper • Chalk or markers



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

This is the time to excite your students about the new theme. Prompt students to think about the new topic.

TEACHER SAY: We are starting a new theme called, "How the World Works." What do you think we might learn?

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

 **STUDENTS DO:** Give ideas about what they might learn.

TEACHER SAY: Our first chapter is called "How Goods Are Made Around the World." You will be learning about different types of goods, or products. You will be learning about how goods and products are made. At the end of the chapter, we will make bread to share and share with others how it is made.

Note to Teacher: You may wish to spend additional time with the new vocabulary (goods, marketplace, materials, products). Writing the words on the board and practicing saying each word together as a class is one method to review the new terms.

2. TEACHER SAY: People buy and sell goods because they have wants and needs. We have talked about needs before. Do you remember what humans need to survive? Who can share one of the things that humans need to survive?

TEACHER DO: Take two or three responses before moving on.

 **STUDENTS DO:** Respond with human needs. Students should express "food, water, and shelter" as needs for human survival.

TEACHER SAY: Earlier in the year, we learned that humans need food, water, and shelter to survive. Hmmm, treats are food. Do we NEED treats to survive? Or do we WANT to eat sweets? Discuss with your Shoulder Partner.

TEACHER DO: Allow students a moment to share observations with their partners.

 **STUDENTS DO:** Discuss with **Shoulder Partner**.

3. TEACHER SAY: Treats make us happy, but we do not need them to survive. Let's talk more about things that give us a happy life. I would like each of you to think of one thing that makes you very happy. It can be an object, a person, or something you do. Now, turn to your Shoulder Partner and share.

TEACHER DO: Allow students a moment to share observations with their partners.

 **STUDENTS DO:** Discuss with **Shoulder Partner**.

TEACHER SAY: One thing that makes me happy is _________. I am going to write it on the board.

TEACHER DO: Write __________ on board.

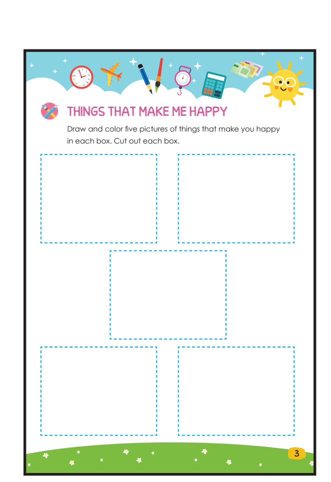
TEACHER SAY: I am going to use my Calling Sticks to choose five students to share things that make them very happy. I will write them on the board too.

TEACHER DO: Use **Calling Sticks** to choose five students to respond. Write responses on board.

 **STUDENTS DO:** Respond if chosen.

TEACHER SAY: We have a list of six things that make us happy on the board, but I am sure that you all thought of many more things. Let's keep track of those things in our student books.

TEACHER DO: Pass out one student book per student. Make sure each student has a pencil.



TEACHER SAY: Open your student books to the page Things That Make Me Happy.

 **STUDENTS DO:** Open student book to correct page.

 **READ ALOUD: Draw and color five pictures of things that make you happy.**

 **STUDENTS DO:** Draw and color five pictures.

Note to Teacher: If students have trouble coming up with five things, you can provide categories to help them come up with ideas (things you eat, things you wear, things you do with friends, for your mind, in your community, with your family).

TEACHER SAY: Turn and share your drawings with your Shoulder Partner. Are any of your objects or drawings similar to your partner's? What things make both of you happy?

TEACHER DO: Allow students a moment to share observations with their partners.

 **STUDENTS DO:** Discuss with **Shoulder Partner**.

TEACHER SAY: What is one thing that makes your partner happy that does not make you happy?

TEACHER DO: Allow students a moment to share observations with their partners.

 **STUDENTS DO:** Discuss with **Shoulder Partner**.

4. TEACHER DO: Make sure each student/group of students has scissors to cut out boxes on the Things That Make Me Happy page in student book.

TEACHER SAY: Needs are things that help us survive. We just reviewed that humans need food, water, and shelter to survive. There is a difference between needing something and wanting something. A want is something that is nice to have, but we could live without it if we needed to. Can you look at your drawings and pick one that is a want? Who thinks they have picked out a want from their list of things that make them happy?

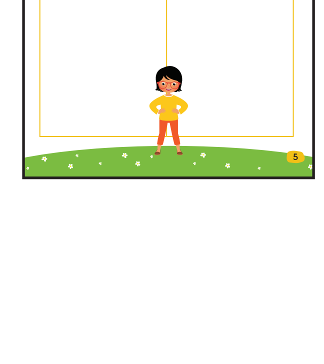
TEACHER DO: Choose two or three students to share before continuing. Correct any misconceptions that occur.

 **STUDENTS DO:** Share a want if called upon.

TEACHER SAY: Just like treats, not everything that makes us happy is something we need to survive. You and your Shoulder Partner are going to decide if the things that make you happy are needs or wants.

 **READ ALOUD: Cut out each box.**

 **STUDENTS DO:** Cut out five boxes from Things That Make Me Happy page.



5. TEACHER SAY: Turn the page in your student books to the page Needs or Wants?. Each column on the chart is labeled. One says "Wants." Point to the one that says "Wants" and say the word out loud.

 **STUDENTS DO:** Point to the word "Wants" and say it out loud.

TEACHER SAY: Wants are things that are nice to have but are not needed to survive. Please trace the word "Wants" with your pencil.

 **STUDENTS DO:** Trace the word "Wants."

TEACHER SAY: The other column on the chart is labeled "Needs." Point to the one that says "Needs" and say the word out loud.

 **STUDENTS DO:** Point to the word "Needs" and say it out loud.

TEACHER SAY: Needs are things that help us survive or help us accomplish an important task. For example, we need food, water, and shelter to survive. Please trace the word "Needs" with your pencil.

 **STUDENTS DO:** Trace the word "Needs."

TEACHER SAY: You have cut out five cards, and your Shoulder Partner also has five cards. All together, how many cards do you and your partner have? Shout out the answer on the count of three. 1 … 2 … 3.

 **STUDENTS DO:** Respond "10."

TEACHER SAY: With your Shoulder Partner, you are going to sort your 10 cards into two piles on your student book page. One pile will be things you WANT, and the other pile will be things you NEED.

 **READ ALOUD: Sort the things that make you happy into the correct columns.**

 **STUDENTS DO:** Work with **Shoulder Partner** to sort cards into two piles.

TEACHER SAY: If you get stuck on a card, talk about your ideas. Each partner should respectfully say why you think it is a need or want, and then together you should make a final decision.

Note to Teacher: Students may debate what is a need or a want, or different groups might put the same item in different piles. Help students explore what is common to all people or why some responses might differ from others. What is important is that students can justify their ideas.

6. TEACHER SAY: I would like four students to share something they put in their NEED pile. When I call your name, please stand up and share one of the needs that makes you happy.

TEACHER DO: Use **Calling Sticks** to choose four students to share NEEDS that make them happy. After each student shares, ask the rest of the class to raise hands if they agree that the item or activity is a need. If students disagree or have questions, engage in a discussion about needs and wants.



STUDENTS DO: Share a card from the NEED pile when called on. Whole class reflects on whether they agree the card belongs in the NEED pile.

7. TEACHER SAY: Now you are going to take your 10 cards and make new piles. This time one pile will be things that are FREE, and the other pile will be things that COST MONEY. Turn to your Shoulder Partner and make your new piles. It is okay if you are not sure about an item. Make your best guess from what you already know.



STUDENTS DO: Make two piles (free and costs money) with 10 cards.

TEACHER SAY: This time, I would like four students to share something they put in the FREE pile. When I call your name, please stand up and share one thing that makes you happy and is FREE.

TEACHER DO: Use **Calling Sticks** to choose four students to share a card from the FREE pile. Correct misunderstandings when necessary.



STUDENTS DO: Share a card from the FREE pile when called on.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Many of our needs and wants do not cost any money at all. Things like hugs, playing with our friends, or celebrating with our families are free. But some do cost money. How do we get those things? Share your thoughts with your Shoulder Partner.

TEACHER DO: Allow students a moment to share their thoughts with a partner. Students may not connect "cost money" with buying and selling. Be sure to tell students that things that cost money will require buying and selling to introduce a key concept in this theme.



STUDENTS DO: Share where we buy goods and products that are not free.

TEACHER SAY: Tomorrow we will begin to learn about where the things we need and want come from and how they are made.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Explain the difference between wants and needs. • Discuss where things come from. • Identify that resources are needed to make products.	• Goods • Wants • Needs	• Student book • Pencils • Crayons • Board or chart paper • Chalk or markers



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Yesterday we discovered the difference between needs and wants. Who can remind us what we learned? _________, please come offer one thing you learned, then use Calling Sticks to pick other classmates to share.

TEACHER DO: Choose a student to help lead the day's introduction.



STUDENTS DO: Leader shares one thing learned then chooses three **Calling Sticks** and asks three peers to also share.

TEACHER SAY: Thank you, ________. You may be seated. I am excited about how much the class remembers from yesterday's lesson. You might NEED shoes to help protect your feet and keep you healthy, but you WANT fancy new shoes. You do not NEED them to survive. Simple, old shoes can still protect your feet.

2. TEACHER SAY: Today we are going to start talking about goods and how the goods in our world are made. The goods that we want and need all come from somewhere. They do not just appear in our homes or in the stores. Let's think about a pencil. We need pencils to learn and to communicate with others. But where do pencils come from and how are they made? Let's find out. Open your student book to the page Pencils and look at the picture on top.

Note to Teacher: You could also choose to hold up a pencil or have students hold up their pencils to examine it.

TEACHER SAY: The pencils you use every day did not rain down from the sky, grow from the ground, or just appear here. Where do you think they came from? You are going to write down your guess, and then ask your Shoulder Partner for his or her guess and write that down too.



READ ALOUD: Use your pencil to answer each question.

TEACHER SAY: I just gave you clues to what the first two lines after the directions say. Let's see if we can read them out loud together. Get your fingers ready to follow as we all read.



STUDENTS DO: Place fingers at the beginning of the first line and read out loud with the teacher.

READ ALOUD: I think that my pencil came from…

TEACHER SAY: Now think for a minute, then write your answer on the first line.

TEACHER DO: Allow **Think Time**.

 **STUDENTS DO:** Finish the sentence with where they think pencils come from.

TEACHER SAY: Now let's read the second line together.

 **READ ALOUD: My partner thinks the pencil came from…**

 **STUDENTS DO:** Place fingers at the beginning of the second line and read out loud with the teacher.

TEACHER SAY: Let's find out where our partners think the pencil came from. Turn to your Shoulder Partner, and read your complete first sentence to them. The sentence starts with "I think that my pencil came from" and ends with the word or words you wrote on the line.

 **STUDENTS DO:** Turn to partner to read the first sentence out loud.

TEACHER SAY: Once you have listened to your partner's sentence, write their answer on the second line.

Note to Teacher: If students have trouble putting their responses in writing, you can provide assistance or suggest they draw their ideas.

TEACHER SAY: Who would like to share where they think a pencil comes from?

TEACHER DO: Take two or three responses before moving on.

 **STUDENTS DO:** Share responses if called upon.

3. TEACHER SAY: Many of you said that pencils come from stores. This is true, but how do they get to the stores? Does anyone think that pencils grow on trees? Raise your hand.

 **STUDENTS DO:** Raise hand if they believe pencils grow on trees.

Note to Teacher: Some students may understand that pencils are made out of wood from trees. Allow students to explain their thinking if they raise their hands, but correct any misconceptions about pencils "growing" on trees like fruit or leaves.

TEACHER SAY: There is no such thing as a pencil tree that grows pencils for us to use. Pencils do not grow. They are made by people. Some of you said pencils come from a pencil factory. Yes. That is true. Pencils are made from resources, or materials, in a factory. Take a close look at your pencil. Who can guess what resources, or materials, are used to make a pencil?

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

 **STUDENTS DO:** Respond if called upon.

TEACHER SAY: There are three main parts of a pencil. Let's investigate. Can you point to the part that writes? Who can tell me what that part is called?

TEACHER DO: Choose a student to respond.

Note to Teacher: Depending on how your students answer, note that some colloquial names for the tip of the pencil can be misleading. The tip can be called "lead" or "carbon" but it is actually made of graphite, which students will learn later in the conversation.

 **STUDENTS DO:** Respond if called upon.

TEACHER SAY: **Now, point to the part that erases. Who can tell me what that part is called?**

TEACHER DO: Choose a student to respond. (eraser)

 **STUDENTS DO:** Respond if called upon.

TEACHER SAY: **And finally, point to the part that holds it all together. Who thinks they know what material this part is made from?**

TEACHER DO: Point to the long wooden stem of the pencil as you ask the question above. Choose a student to respond. (wood)

 **STUDENTS DO:** Respond if called upon.

TEACHER SAY: **Very good. The three main parts of a pencil are the part that writes, the eraser, and the wood that holds it all together. But what are those parts made out of? The tip is made out of something called graphite, the eraser is made out of rubber, and the wood is made out of just that—wood. Watch me write those words on the board.**

TEACHER DO: Write "graphite," "rubber," and "wood" on the blackboard or chart paper.

TEACHER SAY: **Now, write each word in one of the boxes in your student book where it says, "My pencil is made from."**

 **STUDENTS DO:** Write words in boxes.

TEACHER SAY: **Now, on the count of three, let's point to each word and say it out loud. 1 … 2 … 3.**

 **STUDENTS DO:** Say "graphite," "rubber," and "wood."

4. **TEACHER SAY:** **Graphite, rubber, and wood are the resources, or materials, that are used to make a pencil. Where do those things come from? Graphite comes from mines underground. Can anyone guess where rubber and wood come from?**

TEACHER DO: Use **Calling Sticks** to choose two or three students to answer the question.

 **STUDENTS DO:** Offer guesses for where rubber and wood come from.

TEACHER SAY: **Those were smart guesses. Rubber and wood both come from trees. Watch me write the places where pencil resources come from on the board.**

TEACHER DO: Write "underground mine," "tree," and "tree" on the blackboard or chart paper.

TEACHER SAY: **Now, you write each word in one of the boxes in your student book where it says, "And those materials came from."**

 **STUDENTS DO:** Write words in boxes.

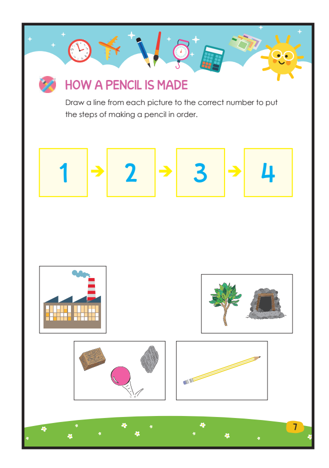
TEACHER SAY: **Now, on the count of three, let's point to each word and say it out loud. 1 … 2 … 3.**

 **STUDENTS DO:** Say "underground mine," "tree," and "tree."

5. **TEACHER SAY:** **Excellent. Now that we know where the resources for a pencil come from, we can figure out how this thing in our world is made. How does the rubber, graphite, and wood turn into a pencil? Who has a guess?**

TEACHER DO: Choose one or two students to respond before continuing.

 **STUDENTS DO:** Respond if called upon.



TEACHER SAY: Correct. The resources are sent to a pencil factory where they are put together to make pencils. Let's show what we know by making a chart that puts all of the steps in order. Open your student book to the page How a Pencil Is Made.

TEACHER DO: Hold up a student book turned to the correct page for students to see.

 **STUDENTS DO:** Find the correct page in the student book.

 **READ ALOUD: Draw a line from each picture to the correct number to put the steps of making a pencil in order.**

 **STUDENTS DO:** Sequence the steps of making a pencil.

Note to Teacher: If students cannot sequence independently, you can differentiate by completing together or by explaining the process and having students draw lines as you explain.

TEACHER SAY: I am going to use my Calling Sticks to choose four students to come to the front of the classroom and share the first, second, third, and fourth steps in making a pencil.

TEACHER DO: Use **Calling Sticks** to call four students to the front of the classroom.

 **STUDENTS DO:** Walk to the front of the room and share one of the steps in order when called on.

TEACHER SAY: Thank you. You may return to your seats.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we discovered where a pencil comes from and how this thing in our world is made. A pencil is a wonderful good, because it meets our needs and our wants. Can you share with your Shoulder Partner how we use a pencil to meet a need and how we use it to meet a want?

TEACHER DO: Give students a moment to share with their partner.

 **STUDENTS DO:** Share with **Shoulder Partner**.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify names of goods being sold, purchased, or made in the environment. • Distinguish between and categorize different kinds of goods. • Distinguish between and categorize where different goods can be purchased. • Synthesize learning about goods in writing.	• Goods • Brainstorm • Categorize	• Student book • Pencils • Crayons • Board or chart paper • Chalk or markers



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Yesterday we discussed where a pencil comes from and what it is made out of. A pencil is an item we use every day to meet a want or need. We buy a pencil at the store or marketplace. What is another item we buy at a store that we need for school?

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: We can buy or make goods to take care of our needs and wants. Goods is another word for the products or items we use. Today we will learn more about how the world works by discovering different kinds of goods and where we can get them.

2. TEACHER SAY: Let's start by brainstorming. Remember, Brainstorm means to make a list of all the things we can think of. What do you and your family buy at the marketplace? I will write your answers in a list. Raise your hand if you would like to share an idea.

 **STUDENTS DO:** Raise hands to share ideas.

TEACHER DO: Accept student ideas until you have a sufficient list that includes multiple items of clothing, personal hygiene, food, and toys. If students have trouble brainstorming ideas, prompt them to think through all the things they do during the day and the things they and their family use during those times (for example, grooming, eating, playing, sleeping, etc.) or types of goods (for example, food, clothing, hygiene, linens, etc.).

TEACHER SAY: Some goods on our list, like _____ and _____, are made someplace else like a factory and brought to the store to be sold. Other goods on our list, like _____, are made for us at the marketplace. Look at the list on the board. Which items are sold and which are made?

TEACHER DO: Use **Calling Sticks** to choose three or four students to answer the question before continuing.

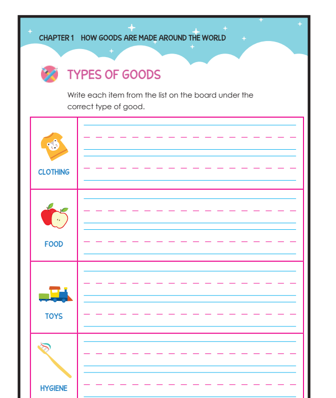


STUDENTS DO: Share ideas.

TEACHER SAY: Good job. You just CATEGORIZED, or sorted, the items on our list. CATEGORIZE means to sort items by different types. Can you say "categorize?" Let's repeat it together three times.



STUDENTS DO: Repeat "categorize" three times.



3. TEACHER SAY: We CATEGORIZED which items are sold and which are made. There are other categories we can use to sort goods too. Clothes, food, toys, and hygiene products are all types of goods. You are going to put each item on our list into a category, or type, of goods. Open your student book to the page Types of Goods.



READ ALOUD: Write each item from the list on the board under the correct type of good.

Note to Teacher: If students are unfamiliar with the word "hygiene," briefly explain grooming/personal hygiene tools and give a few examples (comb, toothbrush, etc.).

TEACHER SAY: Let's start with the HYGIENE column. Look at our list on the board. Which items on our list help us clean and take care of ourselves? Raise your hand to name one, and I will circle them.



STUDENTS DO: Raise hands to identify items on the list that are related to personal hygiene.

TEACHER DO: Call on students to answer, then circle the items they name. Count aloud with students the number of list items circled.

TEACHER SAY: Great job finding the hygiene items on our list. Take a few minutes to write down each of these words in the HYGIENE column on the page.



STUDENTS DO: Categorize hygiene products from list on board.

TEACHER DO: Circulate around the room providing assistance as necessary.

TEACHER SAY: Now turn to your Shoulder Partner and work on completing the TOY column. Look up at our list, decide which items are toys, and write each in the TOY column.



STUDENTS DO: Work with **Shoulder Partner** to complete TOY column.

TEACHER SAY: Thank you for working hard. There are two columns left: FOOD and CLOTHING. This time, work on your own to complete the sorting. Remember, look up at our list and decide which items are food. Write each item you choose in the FOOD column. Then do the same for clothing.



STUDENTS DO: Work independently to complete FOOD and CLOTHING columns.

TEACHER DO: Circulate around the room providing assistance as necessary. To correct misunderstandings, ask students to explain why they picked an item for its column. This encourages self-checking and critical thinking.

TEACHER SAY: Great job categorizing our list. Turn to your Shoulder Partner and share your columns. Do you disagree on where any items belong? Discuss and make any necessary changes.



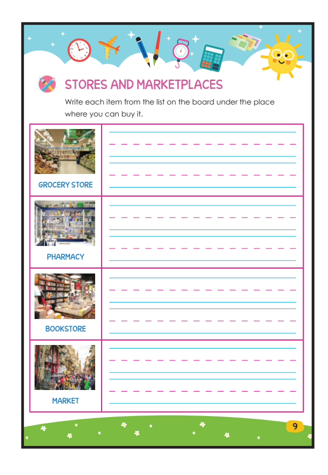
STUDENTS DO: Work with **Shoulder Partner** to check and discuss sorting.

4. TEACHER SAY: Just like there are different kinds of goods, there are different places we can buy goods. Where is one place your family goes to buy things?

TEACHER DO: Accept two or three responses before continuing.



STUDENTS DO: Respond if called upon.



TEACHER SAY: There are many different places we can go to buy things. Turn to the next page in your student book, the page Stores and Marketplaces.

 **STUDENTS DO:** Find the correct page.

 **READ ALOUD: Write each item from the list on the board under the place where you can buy it.**

TEACHER SAY: This is another way we can categorize. We can categorize our same list by thinking about where we buy each item. This would be a smart way of organizing a shopping list so you get everything you need in each store. This time, you are going to work with your Shoulder Partner to complete your categorizing.

Note to Teacher: If the list of stores and marketplaces does not allow for each item on the list to be included, give students instructions for what to do with the items that do not fit. You could cross out items that do not easily fit in a category or come up with a list of places as a class and create a chart on the board.

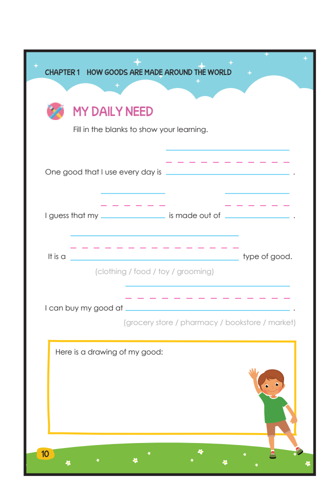
 **STUDENTS DO:** Categorize all items from list on board with a **Shoulder Partner**.

TEACHER DO: As students categorize lists, pause work periodically to have them count and compare the sizes of groups in the sorting activity.

5. Note to Teacher: The final activity will be to fill in blanks to complete a written paragraph and to read it to a **Shoulder Partner**. *Consult with teacher of Arabic and/or English to ensure appropriate literacy level. If students are unable to complete this task independently, you can differentiate by composing a paragraph together as a group or read the paragraph by* **Call and Response**.

TEACHER SAY: Let's take what we have learned and put it into a paragraph. We can share what we have learned in writing. Close your eyes and think about a good that you use every day. This should be an item that takes care of a need and not a want. Can you see it in your mind?

 **STUDENTS DO:** Close eyes and visualize item.



TEACHER SAY: You can open your eyes. Please turn to the page My Daily Need in your student book.

 **READ ALOUD: Fill in the blanks to show your learning.**

 **STUDENTS DO:** Fill in blanks to complete paragraph and draw picture.

TEACHER DO: Circulate around room and provide assistance as needed. If needed, break the task up by reading the sentence starters out loud one at a time and prompting students to fill in the blank before moving on to the next sentence.

TEACHER SAY: Now, turn to your Shoulder Partner and take turns reading your paragraphs and showing your drawings. Remember that only one person should be reading at a time. The other person should be listening respectfully. If you have any questions about your partner's good, wait until he or she is finished reading to ask.

 **STUDENTS DO:** Read paragraph and show drawing to partner.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: You have done a great job discovering the difference between wants and needs, the materials used to make goods, and the places you can buy different types of goods. Next, you are going to learn HOW goods are made. Turn to your Shoulder Partner and tell them how you think the item you wrote about is made.

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify materials used to make goods. • Define the stages of manufacturing a product. • Compare the life cycles of humans and plants to the life cycle of a product. • Analyze the environmental impact of consumer decisions. • Understand the importance of caring for the environment.	• Goods • Resources • Commodity • Manufacture • Life cycle • Product	• Student book • Pencils • Crayons • Piece(s) of cotton/cotton balls • Scissors • T-shirt



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask student to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Yesterday we discovered different types of goods that fulfill our wants and needs. Who can remember the CATEGORIES we used for types of goods?

TEACHER DO: Use **Calling Sticks** to choose four students to answer the question before continuing.

TEACHER SAY: That is right. We sorted our list of goods into hygiene, toys, food, and clothing. Today we are going to learn more about the resources, or materials, used to make some of those goods. Can you say "resources?" Whisper "resources" into your hand three times.

 **STUDENTS DO: Whisper** "resources" into their hands three times.

2. TEACHER SAY: Remember when we learned about the resources used to make a pencil? Who can remember the resources used to make a pencil?

 **STUDENTS DO:** Offer ideas. (rubber, wood, graphite)

TEACHER SAY: Who can remember another time that we have talked about materials this year?

TEACHER DO: Take two or three responses before moving on. If students have a hard time remembering, guide them toward the engineering challenges and activities you did during the first term that required students to compile lists of materials.

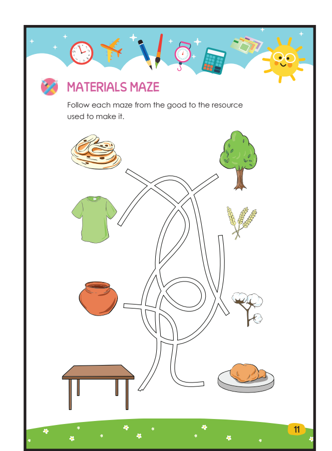
TEACHER SAY: We have made many lists of materials. Just like we needed to use specific materials for our projects, only certain materials, or resources, can be used to make different types of goods.

TEACHER DO: Pass out one student book per student. Make sure each student has a pencil.

TEACHER SAY: We know that pencils are made out of wood and other resources, or materials. What is orange juice made from?

TEACHER DO: Choose a student to answer.

 **STUDENTS DO:** Answer if called upon.



TEACHER SAY: The main resource used to make orange juice is oranges. Let's think more about resources. Open your student book to the page Materials Maze. See if you can figure out which resource is used to make each good.

 **READ ALOUD: Follow each maze from the good to the resource used to make it.**

 **STUDENTS DO:** Use pencils to follow the mazes.

TEACHER DO: Allow time for students to complete their mazes. Be sure to walk around to observe, assist where needed, and prompt students to predict the matches. When students have finished, call their attention back to the whole group.

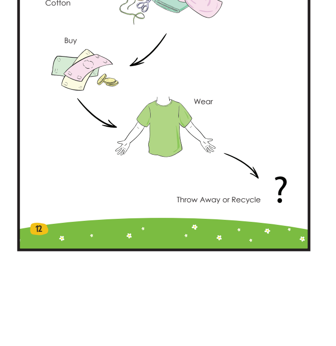
TEACHER SAY: Who can tell me the resource needed to make a T-shirt?

TEACHER DO: Use **Calling Sticks** to choose one or two students to answer the question before continuing. Repeat process for the bread, ceramic pot, and wooden table. Encourage discussion about the different types of processes used to make the goods shown.

 **STUDENTS DO:** Answer if called upon.

3. TEACHER SAY: Every item starts with a material. But how do those resources turn into the goods we buy and trade? We learned that graphite, rubber, and wood are sent to a pencil factory to make pencils. How does cotton become a T-shirt? We have discovered where a good comes from and what it is made out of, but today we will learn HOW they are manufactured, or made. On the count of three, please say the word with its meaning, like me: "MANUFACTURE means TO MAKE." 1 … 2 … 3.

 **STUDENTS DO:** Repeat word and definition.



TEACHER SAY: Workers, farmers, engineers, and other professionals use resources to manufacture, or make goods. Open your student book to the page Life Cycle of a Product. Product is another word for a good. On the count of three, please say the word with its meaning, like me: "Product—a good." 1 … 2 … 3.

 **STUDENTS DO:** Repeat word and definition.

TEACHER SAY: The picture on this page shows the life cycle of the clothes that we wear. Who remembers another life cycle that we have studied?"

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: Yes, we have already learned about the life cycle of humans and plants. A T-shirt is not a living thing, but we are going to use the phrase "life cycle" so that we remember the stages of how materials become the products we buy.

 **READ ALOUD: Study the diagram below to learn the stages in creating clothing. Say each word out loud as you read it.**

 **STUDENTS DO:** Read each stage out loud.

Note to Teacher: Consult with the teacher of Arabic and/or English to ensure appropriate literacy level. If students are not able to read words out loud on their own, differentiate by pointing to each word as you read it together or by modeling saying each word and having students repeat.

4. TEACHER DO: Pass out piece(s) of cotton and scissors to each student or group of students.

Note to Teacher: If you do not have enough materials for each student/group to have their own, set up a table with your own materials and perform a demonstration for the class. The students can still stand and mime the motions (i.e., move fingers like scissors if they do not use real scissors).

TEACHER SAY: **Each of these things represents one of the stages of making clothing. Let's go through each stage. Everyone stand up. The first stage is to harvest the cotton. Pick up the cotton like this. This will be the motion we use to represent harvesting, or picking, the cotton.**

TEACHER DO: Model motion of picking cotton (i.e., holding in one hand, and swiping it up with other hand).

 **STUDENTS DO:** Stand up and pick up cotton/mime "harvesting cotton" motion.

TEACHER SAY: **You may put your cotton down. Cotton is a plant that grows on a farm. To harvest means to pick. Harvesting cotton is how farmers get the resources to make clothes. The next stage is to manufacture, or make. The cotton is spun into yarn, which is then woven into fabric. The fabric is then cut to the right shape, then sewn together. Pick up your scissors. This will be the motion we use to represent manufacturing, or making, the clothes.**

TEACHER DO: Model motion of making clothing (i.e., cutting forward away from body like cutting cloth).

 **STUDENTS DO:** Pick up scissors/mime "making clothing" movement.

TEACHER SAY: **You may put your scissors down. After clothing is manufactured, it is brought to stores or the market so people can buy it. Pinch the shoulders of the shirt you are wearing. This will be the motion we use to represent buying clothes.**

Note to Teacher: The steps of spinning, weaving and sewing have been simplified, and collapsed into one step (MANUFACTURE) for grade-level appropriateness.

TEACHER DO: Model motion of buying clothes (i.e., pinching the shoulders of your shirt).

 **STUDENTS DO:** Mime "buying clothes" movement.

TEACHER SAY: **After people buy clothing, the next stage is for them to wear it. This will be the motion we use to represent wearing the clothes.**

TEACHER DO: Model motion of wearing clothes (i.e., putting T-shirt on over current clothing or holding it up to body to imitate).

 **STUDENTS DO:** Mime "wearing clothes" movement.

TEACHER SAY: **The last stage happens when people are done using their clothing. They can either throw it away or recycle it. This will be the motion we use to represent throwing away or recycling clothes.**

TEACHER DO: Model motion of throwing away or recycling clothes (i.e., bunch up T-shirt and put down on table).

 **STUDENTS DO:** Mime "throwing away or recycling clothes" movement.

TEACHER SAY: **Let's act out the life cycle of clothing again. Ready? Go.**

 **STUDENTS DO:** Use movements to act out life cycle of clothing.

Note to Teacher: You can repeat the process until students are comfortable with each stage, as time permits. Have students repeat the stage names as they act to reinforce the new words.

TEACHER SAY: **The last stage in the life cycle of clothing is "throw away or recycle." If you throw away your clothes when you are done with them, what do you think happens to them?**

TEACHER DO: Take two or three responses before moving on.

 **STUDENTS DO:** Offer ideas.

5. TEACHER SAY: One thing I (heard/did not hear) was that things you throw away go into a landfill. If clothing that is thrown away goes into a landfill, it is added to all the trash we throw away. It will eventually turn into soil, but that will take hundreds of years. What do you think happens when you recycle clothing?

TEACHER DO: Take two or three responses before moving on.

 **STUDENTS DO:** Respond if called upon.

TEACHER SAY: If you recycle your clothes, you could give them to someone younger or smaller than you to wear. Or the cloth from your clothes could be cut up and turned into new clothing or goods. Which one do you think is better for our environment?

TEACHER DO: Use **Calling Sticks** to choose three or four students to answer the question before continuing. Ask students, "Why do you think that?" if they do not voluntarily offer reasoning.

Note to Teacher: It is not important that students get a "correct answer." What is important is that they can justify their opinion with a logical reason using concepts or vocabulary you have discussed in class.



TEACHER SAY: Open your student book to the page called, Throw Away or Recycle Clothing?

 **READ ALOUD: Draw and color a picture of what happens when you throw away and recycle clothing.**

 **STUDENTS DO:** Draw and color pictures in student book.

TEACHER SAY: It is important that we think about our environment when we make decisions. We have talked about how important it is to keep our classroom, neighborhood, and environment clean and neat. What we do with our old clothes or other goods when we are finished can help or hurt the environment. Look back at your student book.

 **READ ALOUD: Decide if it is better to throw away or recycle your old clothing, and write a sentence explaining why.**

 **STUDENTS DO:** Write sentence explaining opinion.

TEACHER DO: Circulate around room to provide assistance as needed.

Note to Teacher: Consult with teacher of Arabic and/or English to ensure appropriate literacy level. If students are unable to articulate opinions in writing independently, you could have a list of options available for them to copy.

TEACHER SAY: Turn to your Shoulder Partner, and share your opinion. Are your ideas similar or unique?

TEACHER DO: Allow students a moment to share their observations with their partner.

 **STUDENTS DO:** Share sentences and ideas with a **Shoulder Partner**.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we learned about how the goods in our world are made by learning about the life cycle of a piece of clothing. Every good we buy or sell has a similar life cycle, but the stages might be different. At the end of this chapter, you will learn about the life cycle of bread and how bread is made. Turn to your Shoulder Partner and tell them what you think might be similar and unique about the life cycle of bread.

TEACHER DO: Allow students a moment to share their observations with their partner.

 **STUDENTS DO:** Share with partner.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify digital resources that are appropriate for locating information and use them to find information about the process of manufacturing T-shirts. • Read informational text to learn about technology used in manufacturing. • Explain how technology affects life, work, and play. • Compare the manufacturing of goods with and without technology.	• Technology • Machine • Equipment • Manufacture	• Student book • Pencils • Board or chart paper • Chalk or markers • T-shirt • Cotton ball(s)



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Yesterday you learned about how different products are manufactured, or made. Who can tell me the first stage of the life cycle of a T-shirt?

TEACHER DO: Choose student to provide stage. Repeat with remaining stages.

 **STUDENTS DO:** Answer if called upon.

2. TEACHER SAY: Today we are going we are going to learn a new, important word. Are you ready? The word is "technology." Can you repeat that after me? Technology.

 **STUDENTS DO:** Repeat the word "technology."

TEACHER SAY: Have you ever heard the word technology before? I am curious—what do you think technology is? Can you raise your hand and tell me the name of an object that is an example of "technology"?

 **STUDENTS DO:** Raise hands. (Take three or four student ideas.)

TEACHER SAY: Turn to your Shoulder Partner and describe technology.

 **STUDENTS DO:** Turn to **Shoulder Partner** and offer ideas of the definition for technology.

Note to Teacher: At this point, you are not defining technology for students. Rather you are trying to get them to voice their initial ideas, which likely have a lot of misconceptions in them. Do not point out errors in their thinking quite yet. Allow students to discover new ideas throughout the lesson and revisit incorrect statements made at this time during the closing.

TEACHER SAY: Technology is not always a computer. Technology is anything that people create that helps us achieve a task. Tasks are like jobs or work. Sometimes it is a machine or invention that helps people make products more easily. We will learn more about technology today.

3. Note to Teacher: If resources allow, have students identify different digital resources (for example, search engines, videos, online encyclopedias, etc.) to locate information about the technology used during the process of manufacturing a T-shirt. They can use these resources, independently or demonstrated by you to the class, to find information and watch videos that supplement what they learn below.

TEACHER SAY: One of the stages in the life cycle of clothing is manufacture. To manufacture means to make the clothing. Close your eyes and imagine what it looks like to make clothes.

 **STUDENTS DO:** Close eyes and visualize manufacturing of clothing.

TEACHER SAY: Maybe you have seen your mother or grandmother sew clothes for you or a brother or sister. Maybe you have seen someone in the marketplace making a kaftan. They are sewing those things out of cloth that was already made. But to manufacture clothing like this T-shirt, we need to start with the resource used to make it. Who can remember what resource, or material, we use to make a T-shirt?

TEACHER DO: Choose a student to respond.

 **STUDENTS DO:** Respond if called upon.

TEACHER SAY: Correct. The resource used to make a T-shirt is cotton.

TEACHER DO: Hold up T-shirt and cotton ball to display to class.

CHAPTER 1 HOW GOODS ARE MADE AROUND THE WORLD

TECHNOLOGY AND THE T-SHIRT

Read the text below to learn how technology helps people make clothing more easily.

T-shirts are made from cotton. Cotton grows on plants in fields. A person needs to pick each ball of cotton from the plants.

There is a machine that can help. The machine is called a cotton harvesting machine.

The first step to turn cotton into cloth is to separate it from the seeds. There is a machine that can help. The machine is called a cotton gin.

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TEACHER SAY: Making this T-shirt out of this cotton is very difficult and would take a person a very long time. Good thing there is technology that can help. Open your student book to the page Technology and the T-Shirt.

 **STUDENTS DO:** Find correct page.

 **READ ALOUD: Read the text below to learn how technology helps people make clothing more easily.**

Note to Teacher: Consult with teacher of Arabic to ensure appropriate literacy level for all students. Differentiation for various learning abilities can include **independent reading**, **choral reading**, *circling important parts of the text,* **partner reading**, *or* **teacher read aloud**.

 **STUDENTS DO:** Read text about manufacturing T-shirts.

TEACHER SAY: Let's list the machines that help people make T-shirts on the board. Who can tell me one machine we just read about?

 **STUDENTS DO:** Offer names of machines given in the text.

TEACHER DO: Accept answers and write them on the board until all machines have been listed—cotton harvesting machine, cotton gin, loom, sewing machine. Correct any misconceptions that arise and return students' attention to text as needed.

TEACHER SAY: These machines help people work and manufacture T-shirts more easily, so they are technology.

4. TEACHER SAY: We use different forms of technology that help us live, work, and play too. We might use a computer to help us find information or a machine to help do something more easily. Think about what kinds of technology you use during the day. I am going to ask you three questions. Turn to your Shoulder Partner to answer each question. First, what is one technology you use at school to learn, or work?

 **STUDENTS DO:** Discuss technology they use to learn with **Shoulder Partner**.

TEACHER SAY: Second, what is one technology you use to play? Remember, technology is a man-made object that helps you do something or makes doing something easier.

 **STUDENTS DO:** Discuss technology they use to play with **Shoulder Partner**.

TEACHER SAY: **Third, what is one technology you use in daily life at home?**

 **STUDENTS DO:** Discuss technology they use to live with **Shoulder Partner**.

TEACHER SAY: **Thank you for sharing. We use a lot of technology as we live, work, and play. Open your student book to the page Technology In My Day.**

 **STUDENTS DO:** Find correct page.

 **READ ALOUD:** **Draw a picture of a technology you use to help you live, work, and play. Then, write what that technology helps you do.**

 **STUDENTS DO:** Draw pictures of technology and explain in writing.

TEACHER DO: Circulate around room and provide assistance as needed.

Note to Teacher: If students have a difficult time coming up with their own examples and explanations, you can **Brainstorm** *together as a class and they can complete the page in student book independently or with a partner. Make sure to include simple technologies like brooms, toothbrushes, soccer balls, swings, etc. It is important to address the misconception that all technology requires electricity, machines, etc.*

TEACHER SAY: **I see some great examples of technology. Who wants to share what technology they use to live, work, and play?**

TEACHER DO: Choose four or five students with hands raised to answer the question before continuing.

 **STUDENTS DO:** Share the types of technology they drew.

TEACHER SAY: **Thank you for sharing. Can someone tell me why those things are examples of technology?**

TEACHER DO: Use **Calling Sticks** to choose one or two students to answer the question before continuing. Students should communicate that the examples are technology because they are machines or equipment that help people live, work, and play more easily.

 **STUDENTS DO:** Offer ideas and justify why items are considered technology.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **You worked really hard today learning about technology and how it helps us live, work, play, and MANUFACTURE more easily. Tomorrow you will get to invent your own technology that could make life easier for you or your family.**

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Read narrative text to support learning. • Invent a machine or piece of equipment to make life, work, or play easier. • Explain how technology affects life, work, and play. • Present invention to peers. • Revise invention based on feedback from peers.	• Invention • Technology • Machine • Equipment • Feedback	• Student book • Pencils • Crayons



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

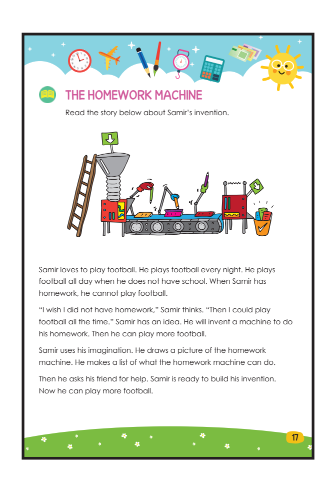
TEACHER SAY: We learned that technology is not just computers. Sometimes technology can be simple tools that help us do a task. Technology can also be machines or equipment. Technology is something that is man-made and helps us live, work, or play more easily. Who can remind us of an example of technology we talked about yesterday?

TEACHER DO: Use **Calling Sticks** to choose three or four students to answer the question before continuing.

 **STUDENTS DO:** Share examples.

TEACHER SAY: Today you are going to have the chance to invent your own technology that can make life easier for you or your family. Has anyone ever heard the word "invent"? To invent something means to create something that did not exist before. You can use your imagination. Whisper the word "invent" into your hand three times.

 **STUDENTS DO: Whisper** the word "invent" into their hands three times.



THE HOMEWORK MACHINE

Read the story below about Samir's invention.

Samir loves to play football. He plays football every night. He plays football all day when he does not have school. When Samir has homework, he cannot play football.

"I wish I did not have homework," Samir thinks. "Then I could play football all the time." Samir has an idea. He will invent a machine to do his homework. Then he can play more football.

Samir uses his imagination. He draws a picture of the homework machine. He makes a list of what the homework machine can do.

Then he asks his friend for help. Samir is ready to build his invention. Now he can play more football.

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2. TEACHER SAY: We are not actually going to build your inventions, so that means you can use your imagination. We are going to read a story about a boy who created an invention called the homework machine. This invention is not real, but it is fun to think about. Please, open your student book to the page The Homework Machine.

 **STUDENTS DO:** Find the correct page.

 **READ ALOUD: Read the story below about Samir's invention.**

Note to Teacher: Consult with teacher of Arabic to ensure appropriate literacy level for all students. Differentiation for various learning abilities can include **independent reading**, **choral reading**, **partner reading**, *or* **teacher read aloud**.

 **STUDENTS DO:** Read story about the homework machine.

TEACHER SAY: **What do you like about this story? Turn to share with your Shoulder Partner.**



STUDENTS DO: Share what they liked with a **Shoulder Partner**.

TEACHER SAY: **Samir invents a machine. Let's look more closely at what Samir did to invent his machine. Point to the next to last paragraph. I will read it out loud, then I will ask you to tell me the steps Samir took to invent his machine.**



READ ALOUD: **Samir uses his imagination. He draws a picture of the homework machine. He makes a list of what the homework machine would do. Then he asks his friend for help.**

TEACHER SAY: **After Samir got an idea, what did he do first?**



STUDENTS DO: Provide answer from the text: Samir used his imagination.

TEACHER DO: Make a list of the steps Samir used to invent. Write "use imagination" as the first step in the list. Repeat the process of asking students "What did Samir do next?" and recording the steps on a board or chart paper. After using his imagination, Samir drew, made a list of what the machine would do, then asked a friend for help. Finally, he was ready to build the invention.

TEACHER SAY: **This is a great list of steps to inventing technology. Let's read the list together.**

TEACHER DO: Read the list out loud with students.

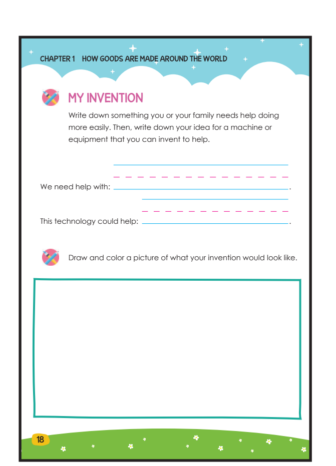


STUDENTS DO: Read list out loud with the teacher.

TEACHER SAY: **These are the same steps you are going to take to plan your invention.**

3. TEACHER SAY: **The first step in inventing something to make life easier for you or your family is to decide what you want help with and use your imagination to think of an idea of what you could build to help. Turn to your Shoulder Partner and think of two things that you wish you had a machine to help you do.**

TEACHER DO: Allow time for partners to discuss.





STUDENTS DO: Discuss invention ideas with partner.

TEACHER SAY: **Those ideas could be what you use for your invention. Open your student book to the page My Invention.**



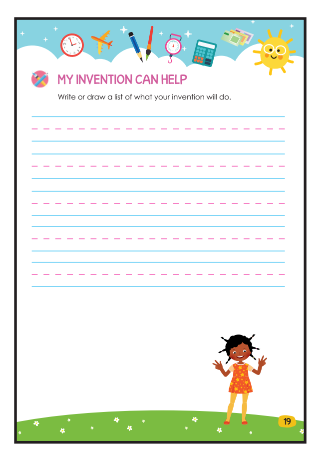
READ ALOUD: **Write down something you or your family needs help doing more easily. Then, write down your idea for a machine or equipment you can invent to help.**



STUDENTS DO: Write down ideas in student book.

Note to Teacher: You may need to provide assistance with the ideation process. If students have trouble, ask leading questions to help them think of ideas (i.e., "What is something your mother needs to do every day?" and "Could you imagine something that can help her do that?"). If students struggle to write their ideas, allow them to draw a picture of the task they need help doing.

TEACHER SAY: **After Samir used his imagination, he drew a picture of his machine. This is also your next step.**





READ ALOUD: **Draw and color a picture of what your invention would look like.**



STUDENTS DO: Draw and color picture of their invention.

4. TEACHER SAY: **Now that you know what you are going to invent and what it is going to look like, you need to make a list of what your invention will do, just like Samir did. Turn in your student book to the page My Invention Can Help.**



READ ALOUD: **Write or draw a list of what your invention will do.**

 **STUDENTS DO:** Write or draw list.

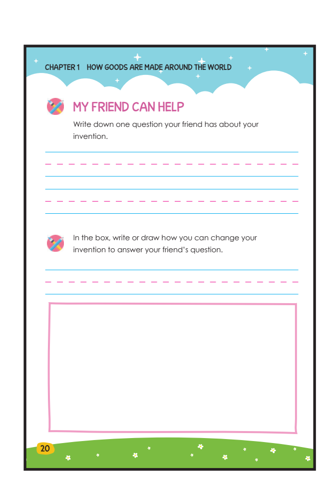
TEACHER DO: Circulate around room to provide assistance as needed.

Note to Teacher: Consult with teacher of Arabic and/or English to ensure appropriate literacy level. If students are not able to write a list, they can discuss it orally with their **Shoulder Partner**.

TEACHER SAY: You all are imagining some wonderful and helpful inventions. Remember, we are inventing technology. Technology is anything that people create to make it easier to live, work, or play.

5. TEACHER SAY: The last step in inventing technology to help you or your family live, work, or play is to get help from a friend. You are going to share your invention with your Shoulder Partner. Your partner can give you FEEDBACK to help you make your invention even better. FEEDBACK is important information or suggestions. When I count to three, say the word and definition like me: "Feedback—information or suggestions." 1 … 2 … 3.

 **STUDENTS DO:** Say "Feedback—information or suggestions."



TEACHER SAY: Make sure to listen carefully when your partner is sharing. You are going to ask one question about the invention. Turn in your student book to the page My Friend Can Help. When you are done sharing your invention, write down your partner's question.

 **READ ALOUD: Write down one question your friend has about your invention.**

 **STUDENTS DO:** Share invention with **Shoulder Partner** and write peer's question.

TEACHER SAY: Your partner's question can give you ideas so you can change or add to your invention to make it even better. Close your eyes and think about your invention and what your partner said. How can you make your invention better?

 **STUDENTS DO:** Visualize invention.

TEACHER SAY: Open your eyes.

 **READ ALOUD: In the box, write or draw how you can change your invention to answer your friend's question.**

 **STUDENTS DO:** Write or draw a change in response to peer feedback.

TEACHER SAY: Just like Samir, you are ready to build your invention. Even though we are not really going to build, you should be proud of how creative you were.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: I am so impressed by the technology that you all invented to make life easier for you and your families. Tomorrow we will learn about technology that is already in our homes helping us every day. Turn to your Shoulder Partner and tell them about one example of technology that helps your family at home.

 **STUDENTS DO:** Share one example of technology that helps the family with a partner.

Lesson 7 Overview

LEARNING OUTCOMES

Students will:
- Identify home appliances.
- Explain how appliances are examples of technology that make life, work, and play easier.
- Explain the importance of conserving water as one way to care for the environment.

KEY VOCABULARY

- Appliance
- Technology
- Machine
- Equipment
- Conserving
- Pledge

MATERIALS

- Student book
- Pencils
- Crayons



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **As we learn more about how our world works, we have been learning about the role technology plays in our lives. Yesterday you invented a machine or equipment to make life, work, or play easier for you and your family. But there is plenty of technology that is already in your home that helps you every day. Who can think of an example?**

TEACHER DO: Use Calling Sticks to choose two or three students to answer the question before continuing.



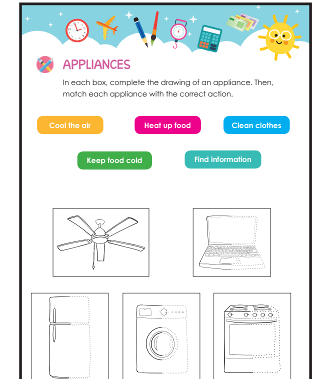
STUDENTS DO: Offer ideas.

TEACHER SAY: **Today we are going to learn more about these technologies.**

2. TEACHER SAY: **We have a special word for machines in our homes that help us with household activities. They are called appliances. Can you say "appliances"? Whisper "appliances" into your hand three times.**



STUDENTS DO: Whisper into hand.



TEACHER SAY: **An appliance is a machine built to help you do something at home. For example, a ceiling fan helps move the air and keep you cool. Let's think of some other appliances that help us. Open your student book to the page Appliances.**



STUDENTS DO: Find the correct page.

TEACHER SAY: **You see a picture of a ceiling fan next to the action "cool the air." Draw a line from the words "cool the air" to the fan.**



STUDENTS DO: Draw line to match the fan with cooling the air.

TEACHER SAY: **Let's see what other appliances help us at home.**



READ ALOUD: **In each box, complete the drawing of an appliance. Then, match each appliance with the correct action.**



STUDENTS DO: Complete pictures of appliances and match to actions.

TEACHER DO: Circulate around the room providing assistance as needed. If students struggle reading the action words, you may wish to review each action with the entire class. You may also choose to review the activity with the entire class instead of having partners share answers.

TEACHER SAY: Turn to your Shoulder Partner and compare answers.

 **STUDENTS DO:** Discuss with partner.

3. TEACHER SAY: Appliances make our lives much easier. Sometimes, though, they make our lives so easy that we forget to be careful about the resources appliances use. We have talked a lot this year about how important it is to take care of the environment around us. What are some ways we have learned to take care of the environment?

 **STUDENTS DO:** Offer ideas from earlier in the year.

4. TEACHER SAY: You have great memories. We have discussed ways to keep the environment clean and to reduce the amount of trash we make. Another way to take care of our environment is to take care of our water. We can do this by keeping the water in our rivers and lakes clean by not polluting. What would happen if the water we used to wash dishes was dirty?

TEACHER DO: Select one or two students to respond.

 **STUDENTS DO:** Respond if called upon.

TEACHER SAY: Dirty water would make it hard to get things clean. We could get sick if we drink or cook with dirty water. It is important to keep our water clean. We can also take care of the environment by not wasting water. This is called conserving, or saving, water. On the count of three, everyone shout the word "conserving." 1 … 2 … 3.

 **STUDENTS DO:** Shout "conserving."

TEACHER SAY: There are many appliances in our house that use water. Who can give me an example?

TEACHER DO: Use **Calling Sticks** to choose three or four students to respond.

 **STUDENTS DO:** Respond if called upon.

TEACHER SAY: Dishwashers, showers, toilets, hoses, and more use water. Remember the cotton gin that separates the cotton from the seeds quicker and faster than if a person did it alone? Some appliances in our house can help us use less water than if we did a task alone. But machines cannot save water all by themselves. There are also things we can do to help conserve, or save, water. Can anyone think of something you can do at home to help save water?

 **STUDENTS DO:** Offer ideas.

TEACHER DO: Accept two or three answers before continuing, addressing misconceptions as they arise.

5. TEACHER SAY: Those were some good ideas. Any time you can use less water, you are saving, or conserving, water. Let's think of the places in our house that we use water.

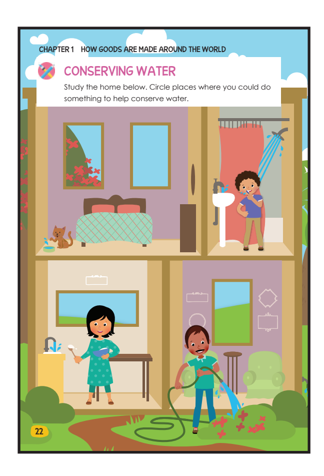
First, in the kitchen, we can fill the sink with water to do dishes instead of keeping the faucet running. (Pause after each example to elicit student input and to ensure understanding.)

In the bathroom, we can turn the facuet off while we are brushing our teeth or take shorter showers.

We can make sure that the washing machine is full before we run it.

We can fix any leaky pipes in our house.

We can choose to water our gardens less frequently.



Think about all the places in your house where you can conserve water, and open your student book to the page Conserving Water.



STUDENTS DO: Find the correct page.

READ ALOUD: **Study the home below. Circle places where you could do something to help conserve water.**



STUDENTS DO: Circle in book.

TEACHER SAY: **Can you think of any other actions or appliances that help conserve water or keep our water clean?**



STUDENTS DO: Offer ideas.

TEACHER DO: Accept one or two answers before moving on.



6. TEACHER SAY: **Conserving water is an important part of taking care of our environment. I would like each of you to make a pledge to start doing one thing at home to conserve water. A pledge is a promise. You can promise to do the thing yourself or talk to your family about doing it together. I pledge to take a shorter shower in the morning. Open your student book to the page Water Pledge.**



STUDENTS DO: Find the correct page.



READ ALOUD: **Complete the pledge below. Draw a picture to show your promise.**



STUDENTS DO: Complete pledge and drawing.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **You have learned about the resources needed to manufacture goods and how they are made. You have also learned about the technology that helps us live, work, play, and manufacture things more easily. Today we learned about appliances and conserving water. Turn to your Shoulder Partner and share your water pledge.**

TEACHER DO: Allow students a moment to share before moving on.



STUDENTS DO: Share water pledge with **Shoulder Partner**.

TEACHER SAY: **Tomorrow we will start our project explaining and testing the life cycle of bread.**

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Summarize how bread is created from start to finish. • Create a life cycle diagram for the bread-making process. • Show appreciation for bakers in the community.	• Wheat • Sickle • Harvest • Baker	• Student book • Pencils • Crayons • Board or chart paper • Chalk or markers • Scissors • Loaf of bread • Large picture of a sickle



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: We have been learning about how the goods in our world are made. We learned about the life cycle of clothing and how a T-shirt is made from start to finish. Who remembers one of the stages in the life cycle of clothing?

TEACHER DO: Choose three or four students to answer.

 **STUDENTS DO:** Offer stages they remember.

TEACHER SAY: You remembered a lot. Clothing starts out as cotton. Cotton is harvested from a field. Then it is manufactured into a T-shirt, purchased at a store, worn by a person, and then recycled or thrown away. Today we are going to talk about another life cycle.

2. TEACHER DO: Hold up a loaf of bread for the students to see.

TEACHER SAY: Who likes to eat bread? Raise your hand.

 **STUDENTS DO:** Raise their hand if they like to eat bread.

TEACHER SAY: I like eating bread too. We have been learning about where goods come from. Where do you think bread comes from?

TEACHER DO: Choose one or two students to respond before continuing.

 **STUDENTS DO:** Offer ideas.

Note to Teacher: If students have watched the video for Theme 3, they might recognize or remember viewing some of the steps. Make reference to the video if appropriate.

TEACHER SAY: Perhaps you buy bread at the market or your mother bakes it at home. Today we are going to figure out the stages in the life cycle of bread, from start to finish, just like we did with the T-shirt. Do you know the main ingredient needed to make bread? Discuss your thoughts with your Shoulder Partner.

 **STUDENTS DO:** Discuss ideas with **Shoulder Partner**.

TEACHER SAY: Who would like to share their thoughts with the class?

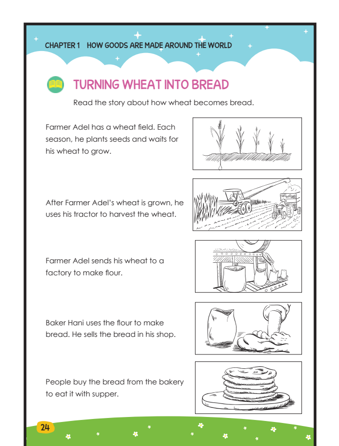
TEACHER DO: Select students with a hand raised to answer the question. Continue to call on students until a student says wheat.

Note to Teacher: Some students may say flour, but ask them if they know what plant the flour comes from.

 **STUDENTS DO:** Share ideas. (The answer is that bread comes from wheat.)

TEACHER SAY: Yes, the main ingredient of bread is wheat.

3. Note to Teacher: In this section, students will be investigating the process of manufacturing bread. Based on the availability of technology in your classroom, this is a good opportunity to include videos and digital pictures of each stage of the life cycle of bread. You can also make reference to the video for Theme 3. Each time you pause and have students point to the correct picture in their student book, you can show a video or a digital picture further depicting that specific stage. This is an optional addition to the lesson. If you do not have access to digital technology, bring in a large picture of a sickle in case students are unfamiliar with this tool.


CHAPTER 1 HOW GOODS ARE MADE AROUND THE WORLD

TURNING WHEAT INTO BREAD

Read the story about how wheat becomes bread.

Farmer Adel has a wheat field. Each season, he plants seeds and waits for his wheat to grow.

After Farmer Adel's wheat is grown, he uses his tractor to harvest the wheat.

Farmer Adel sends his wheat to a factory to make flour.

Baker Hani uses the flour to make bread. He sells the bread in his shop.

People buy the bread from the bakery to eat it with supper.

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TEACHER SAY: Let's learn how wheat becomes bread. Open your student book to the page Turning Wheat Into Bread.

 **STUDENTS DO:** Find the correct page.

 **READ ALOUD: Read the story about how wheat becomes bread.**

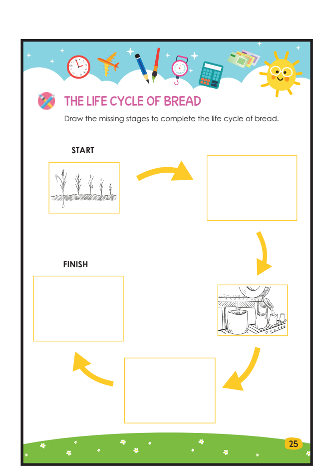
Note to Teacher: Consult with teacher of Arabic and/or English to ensure appropriate literacy level for all students. Differentiation for various learning abilities can include **independent reading**, **choral reading**, **partner reading**, *or* **teacher read aloud**.

 **STUDENTS DO:** Read story about bread.

TEACHER SAY: What do you notice about the stages of making bread?

TEACHER DO: Choose two or three students to share before continuing. Engage students in a discussion about the stages of making bread and how they are similar or unique compared to making a T-shirt. Extend the conversation to include other connections, such as wheat is a plant that grows on a farm and flour is a good you can buy at the grocery.

 **STUDENTS DO:** Share if called upon.


THE LIFE CYCLE OF BREAD

Draw the missing stages to complete the life cycle of bread.

START

FINISH

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TEACHER SAY: There are many similar things between the stages of making bread and the stages of making a T-shirt. On the next page of your student book, you are going to fill in the blanks of the life cycle picture to complete the life cycle of bread. If you have trouble, you can look back at the story to help you figure out the next stage. Turn the page in your student book to the page The Life Cycle of Bread.

 **STUDENTS DO:** Find the correct page.

 **READ ALOUD: Draw the missing stages to complete the life cycle of bread.**

 **STUDENTS DO:** Complete life cycle diagram.

TEACHER DO: Circulate around the room to provide assistance as needed.

TEACHER SAY: Turn to your Shoulder Partner and compare life cycles. If your pictures are in a different order than your partner's, try to figure out why. Fix your picture if you need to.

 **STUDENTS DO:** Discuss with partner and make corrections as needed.

4. TEACHER SAY: Who can remember one of the machines that help people manufacture a T-shirt? Raise your hand if you have an idea.

 **STUDENTS DO:** Raise hands to list any machines they remember, such as cotton harvesting machine, cotton gin, and loom.

5. TEACHER SAY: Just like with our T-shirt life cycle, there is technology that helps make the process of manufacturing bread easier. A combine is an example of that technology. A cotton harvester helps people harvest the cotton; a combine helps the farmer harvest the wheat more quickly. A combine is an example of a machine, but there is also a tool the farmer can use. Can you think of a hand-held tool that can help the farmer harvest the wheat?

 **STUDENTS DO:** Raise hand if they know what kind of hand-held tool harvests crops.

TEACHER SAY: A sickle is a tool that farmers use to harvest wheat.

TEACHER DO: Hold up a large picture of a sickle. Explain and visually demonstrate how a farmer would use a sickle to harvest wheat.

TEACHER SAY: Is there any other place in the life cycle where people can use technology to help make the process easier?

TEACHER DO: Use **Calling Sticks** to choose two or three students to answer the question before continuing.

 **STUDENTS DO:** Offer ideas. Ideas may include a mill to grind the wheat into flour, a mixer to combine the ingredients, or an oven to bake the bread.

6. TEACHER SAY: Point to the stage in your life cycle picture where someone is making the bread.

 **STUDENTS DO:** Point to the correct picture.

TEACHER SAY: Does anyone know what type of worker in our community takes flour and bakes it into bread? Whisper your answer into your hand.

 **STUDENTS DO: Whisper** answer into hand.

TEACHER DO: Use **Calling Sticks** to call on someone to share an answer.

TEACHER SAY: A baker bakes the bread, like Baker Hani in the story. Who knows a baker in our community? Raise your hand to share.

 **STUDENTS DO:** Share information about the bakers in the community.

TEACHER DO: Encourage students to tell short stories about going to the bakery or buying bread products. Create a positive relationship between the students and the bakers in your community. Discuss how and why bakers are important professionals in the community and hypothesize what would happen if there were no more bakers in the community.


THANK-YOU CARD

Fill in the card below to thank a baker in your community and invite him or her to your classroom celebration.

Cut out your thank-you card. Your teacher will deliver it to a baker in your community.

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TEACHER SAY: I am glad so many of my students appreciate the bakers in our community, because the next thing we will be doing as a class is writing thank you cards to them. We will also invite the bakers to join us for our bread celebration at the end of the chapter.

7. Note to Teacher: The goal is for students to write a card to an actual baker in the community. Have a list of bakers written on the blackboard. If there is only one baker in your community, your students can all write to him/her. If some students do not know any of the bakers well, you can choose a baker for them. Lastly, if there are no bakers in your area, you can substitute parents for bakers, if they are the ones making bread for the family.

TEACHER SAY: Let's write and decorate cards to thank a baker in our community. Please turn your student book to the page Thank-You Card.

 STUDENTS DO: Find the correct page.

READ ALOUD: **Fill in the card below to thank a baker in your community and invite him or her to your classroom celebration.**

TEACHER SAY: **You should write the words "THANK YOU" somewhere on your card. Write them now, and then check with your Shoulder Partner to make sure you spelled them correctly.**

TEACHER DO: Write the words "thank you" on the board or chart paper so that students can check their spelling.

 STUDENTS DO: Write words "thank you" and show partner.

TEACHER SAY: **You need to include the name of a baker from our community. There is a list of bakers' names on the board. Please choose the baker you know well for your card, and write it beneath the words "thank you."**

 STUDENTS DO: Write baker's name.

TEACHER SAY: **It is very important that you make your card neat and colorful, so the bakers know how much we appreciate them. I will give you time to use your crayons to finish your thank-you card.**

 STUDENTS DO: Complete thank-you card.

 READ ALOUD: **Cut out your thank-you card. Your teacher will deliver it to a baker in your community.**

 STUDENTS DO: Use scissors to cut out the card.

TEACHER SAY: **I will deliver your cards to the baker(s) in our community along with an invitation for them to attend our celebration at the end of the chapter.**

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we talked about the life cycle of bread. We also made a card for the bakers in our community. What do you think would happen if we did not have any bakers in our community? Discuss your thoughts with your Shoulder Partner.**

 STUDENTS DO: Discuss thoughts with **Shoulder Partner**.

Lesson 9 Overview

LEARNING OUTCOMES

Students will:

- Prepare bread dough.
- Create a self-portrait of themselves eating bread.
- Express an opinion about bread in writing.

KEY VOCABULARY

- Flour
- Dough
- Knead
- Self-portrait

MATERIALS

- Large printed copies of bread life cycle drawings
- Tape
- Student book
- Pencils
- Crayons
- Board or chart paper
- Bread-making ingredients: flour, salt, milk, oil (or other ingredients typical of local bread)
- Bags
- Pans or trays



Share (90 minutes)

Directions

1. Note to Teacher: It may be helpful to request additional help during this lesson from one or two teachers or parents. The students will be working independently in their seats and then rotate to the front of the class to make bread dough. If additional support is not feasible or if students are unable to participate in the dough-making process, the bread-making portion of the lesson can be completed as a demonstration rather than an interactive activity. You can also invite a baker into the classroom to demonstrate or watch videos of bread-making. If you choose these options, purchase bread from a bakery in your community to share during the celebration.

Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER DO: Prepare the large printouts of the bread life cycle drawings and tape. As students call out each stage in the life cycle, tape the corresponding picture to the blackboard.

TEACHER SAY: Yesterday we learned about the life cycle of bread. Who can tell me the first stage in the life cycle of bread?

TEACHER DO: Use **Calling Sticks** to choose students to respond until you get the correct response.

 **STUDENTS DO:** Answer "grow wheat in fields."

TEACHER DO: Tape picture of wheat growing in field to blackboard.

TEACHER SAY: Who can tell me the second stage?

TEACHER DO: Use **Calling Sticks** to choose students to respond.

 **STUDENTS DO:** Answer "harvest wheat using a tractor, sickle, or a combine."

TEACHER DO: Tape picture of the field being harvested to blackboard.

TEACHER SAY: Very good remembering. What is the next stage?

TEACHER DO: Repeat the pattern of using **Calling Sticks** to ask for responses and taping the picture on the board for the last three stages of the life cycle of bread.

TEACHER SAY: I am going to leave these pictures on the blackboard today while we talk more about bread and how to make it.

2. Note to Teacher: During the next portion of the lesson, you will call groups of five to eight students to the front of the room to make bread dough. You can choose to use **Calling Sticks** *or designate groups beforehand. If possible, have ingredients portioned out ahead of time to be more efficient and lend to easier cleanup.*

BREAD IN A BAG

This is the recipe we will use to make our bread dough. Later, you can share it with your family to make bread at home.

Ingredients:

- 240g of Flour
- 5ml of Salt
- 180ml of Milk
- 15ml of Olive Oil
- Large Plastic Bags
- Baking Sheet
- Parchment Paper

Instructions

- Mix flour and salt together in the bag.
- Add milk and oil to bag.
- Zip bag closed, and squeeze bag until all ingredients are mixed and smooth.
- Lightly flour the table. Dump dough out and knead for 10–15 minutes.
- Divide dough into 4 equal pieces.
- Use rolling pin to roll each piece flat. Place pieces on baking sheet lined with parchment paper.
- Bake for 8–10 minutes in the oven.

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TEACHER SAY: Today we are going to do something very exciting. We are going to make bread, just like the bakers we thanked yesterday. You will make the bread dough, and I will bake it tonight so it is ready for our celebration tomorrow when our guests are here. We will share our bread with them while we present everything we have learned. Please open your student book to the page Bread In a Bag.



STUDENTS DO: Find the correct page.



READ ALOUD: This is the recipe we will use to make our bread dough. Later, you can share it with your family to make bread at home.

TEACHER DO: Read the recipe and review the procedure with students.

Note to Teacher: If this recipe does not work for your classroom, you can choose to replace it with another simple or local bread recipe. You will be directing students as they make the dough; the recipe is listed in the student book for future reference only.

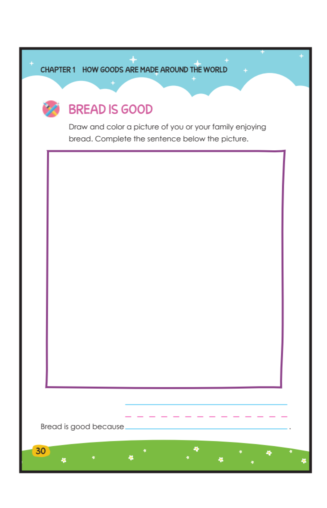
3. TEACHER SAY: As I invite students up to the front of the class to make bread dough, the rest of you will be working on an activity in your student books. You will be making a self-portrait of you or your family enjoying bread and writing a sentence explaining why bread is good. There are many reasons why bread is good. Would anyone like to share one?

TEACHER DO: Use **Calling Sticks** to choose two or three students to respond.



STUDENTS DO: Share reasons they think bread is good.

Note to Teacher: Many students will likely respond with answers like, "it tastes good." Try to challenge them to think of other reasons bread is good (for example: it provides food, it helps us survive, my family makes it together).



CHAPTER 1 HOW GOODS ARE MADE AROUND THE WORLD

BREAD IS GOOD

Draw and color a picture of you or your family enjoying bread. Complete the sentence below the picture.

Bread is good because

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TEACHER SAY: Those are all great reasons. We will show our self portraits to our guests tomorrow, so they know how much we appreciate the goods they make. Turn the page in your student book. The next page is Bread is Good.



READ ALOUD: Draw and color a picture of you or your family enjoying bread. Complete the sentence below the picture.

TEACHER SAY: The sentence below the picture says, "Bread is good because _____." You may all start working. When I call your name to make bread dough, come to the front of the room. Once you are finished making your dough, you can return to your seat to finish your self-portrait.

Note to Teacher: If you have helpers in your room, take time to introduce them and remind students of respectful behavior expectations.

TEACHER DO: Use **Calling Sticks** to select five to eight students to make the first batch of bread dough.

TEACHER SAY: The first group of students to help make bread will be _________. Please come to the front of the class. All other students, please begin working on your drawing and writing.

TEACHER DO: Repeat process of calling students to front of room in groups until all students have had the opportunity to make dough.

 **STUDENTS DO:** Work on self-portrait and make bread dough when called.

4. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Wonderful job, class. Let's take a moment to share our work with our Shoulder Partner. Each student should look at their partner's work and say two specific things they like about it. Try not to say something general such as, "I like your pictures." Please say something more specific, such as, "I like how you outlined the bread in a dark color and then used a lighter color to fill it in." Please share with your Shoulder Partner now.

 **STUDENTS DO:** Share with **Shoulder Partner**. Say two specific things they liked about their partner's work.

TEACHER SAY: Tomorrow we will have our guests come to class, and we will celebrate and present our bread. Thank you for your work today.

TEACHER DO: Take bread home and bake it, so it is prepared for celebration tomorrow.You may also choose to purchase bread from the market instead of baking the dough made in class.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Work with classmates to keep environment clean. • Prepare for bread presentation and celebration. • Explain the importance of certain professions and goods. • Welcome guests into classroom. • Conduct presentation. • Use appropriate language, body language, and facial expressions.	• Present • Greet • Escort	• Towels for cleanup • Bread (baked from the recipe in lesson 9, or purchased) • Napkins • Student book • Pencils • Board or chart paper • Chalk or markers



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

Note to Teacher: Plan enough time to prepare for today's presentation and celebration. Schedule guests to arrive after you are done preparing. An element of technology can be added to the presentation by showing a video about one or more of the stages in the life cycle of bread to your guests.

TEACHER SAY: **Today is going to be a fun day. But first, we need to prepare for our guests. Let's start by cleaning our classroom.**

TEACHER DO: Take a few minutes to make sure the classroom looks orderly and clean. Give students specific tasks to accomplish around the classroom, such as clean up scraps of paper off the floor, wipe up flour from yesterday, or organize the contents of a shelf.

 STUDENTS DO: Clean and organize the classroom.

2. TEACHER DO: Make five tall, large rectangular boxes on the board. Number them 1 to 5.

TEACHER SAY: **Wonderful. Our classroom looks great now. Thank you for your help. Next, we need to prepare a presentation for our guests. I am going to ask you five questions and write your answers down on the board. The first question is, "What is your favorite type of bread?"**

TEACHER DO: On the top of the first box, in large letters, write OUR FAVORITE TYPE OF BREAD.

TEACHER SAY: **I will use Calling Sticks to select a few students to answer each question.**

TEACHER DO: Select two or three students to respond.

 STUDENTS DO: Answer the question.

TEACHER DO: Write down the students' answers under the heading, OUR FAVORITE TYPE OF BREAD.

TEACHER SAY: **The next question, "What was your favorite part about making bread yesterday?"**

TEACHER DO: On the top of the next box, in large bold letters, write MAKING BREAD. Select two or three students using **Calling Sticks**.

 **STUDENTS DO:** Answer the question.

TEACHER DO: Write down the students' answers under the heading, MAKING BREAD.

TEACHER SAY: The third question is, "How would you feel if there was no more bread?"

TEACHER DO: On the top of the next box, in large bold letters, write NO MORE BREAD. Select two or three students to respond using **Calling Sticks**.

 **STUDENTS DO:** Answer the question.

TEACHER DO: Write down the students' answers under the heading, NO MORE BREAD.

TEACHER SAY: The next question is, "Why are farmers important in the life cycle of bread?"

TEACHER DO: On the top of the next box, in large bold letters, write IMPORTANCE OF FARMERS. Select two or three students using **Calling Sticks**.

 **STUDENTS DO:** Answer the question.

TEACHER DO: Write down the students' answers under the heading, IMPORTANCE OF FARMERS.

TEACHER SAY: And the last question is, "Why are bakers important in the life cycle of bread?"

TEACHER DO: On the top of the next box, in large bold letters, write IMPORTANCE OF BAKERS. Select two or three students to respond using **Calling Sticks**.

STUDENTS DO: Answer the question.

TEACHER DO: Write down the students' answers under the heading, IMPORTANCE OF BAKERS.

TEACHER SAY: I am going to use the box titles to create the start of sentences. For example, in the first box I will write, "Our favorite types of bread are____________________."

TEACHER DO: Replace all headings with sentence starters.

TEACHER SAY: Now, I will now select five students to read these lists to our guests when they arrive. The five students will be ____________.

TEACHER DO: Select five students who are capable of reading the question and answer lists at the front of the room. If the words chosen are too advanced for students, you can read the lists to your guests or replace with words more appropriate for their reading ability.

TEACHER SAY: ____________, please come up to the front of the class and practice reading the question and answers.

TEACHER DO: Assign each student a list.

 **STUDENTS DO:** Walk to the front of the class and in order, practice reading the assigned list. Repeat if necessary until the students can read each word on their list without mistake and feel comfortable doing so in front of the class.

TEACHER SAY: Thank you. Please sit down.

 **STUDENTS DO:** Five students sit back down at their seats.

3. Note to Teacher: Two students will present the life cycle of bread to the guests. Make sure that the drawings of each stage remain taped to the blackboard.

TEACHER SAY: **We are also going to explain what we have learned about the life cycle of bread to our guests. I will choose two students to present to our guests. Our pictures of the stages in the life cycle are still taped to the board. The students can point to these pictures as they present.**

TEACHER DO: Select two students to describe the life cycle of bread to your guests.

TEACHER SAY: **I would like __________ to explain to our guests the first three stages in the life cycle of bread. You will say "The first stage is______," "The second stage is _______," and "The third stage is _________." Let's everyone practice with ________.**

STUDENTS DO: Point to the pictures on the board and explain the first, second, and third stages.

TEACHER SAY: **Thank you. Now, I would like ___________ to explain to our guests the last two stages in the life cycle of bread. You will say, "The fourth stage is ________," and "The fifth stage is ________." Please practice now.**

STUDENTS DO: Point to the pictures on the board and explain the fourth and fifth stages.

4. Note to Teacher: Continue to prepare for the class presentation by selecting one student to be the greeter and one student to be the gift giver.

TEACHER SAY: **Great job. I would like _________ to be our greeter. A greeter opens the door for guests and shows them to their seats here in the front of our classroom. _______, please practice your role. I will walk to the door and pretend to be a guest.**

STUDENTS DO: ____________ stands up, opens the door, and pretends to show "guest" to her seat.

TEACHER SAY: **Lastly, I would like ___(choose an appropriate number of students)___ to present the gifts to our guests. You will give each guest a piece of bread. Then you will pass out the remaining bread to the rest of the class. __________, please practice your role by pretending to present the bread to our guests and pretending to pass out the remaining pieces of bread to the front row of students.**



STUDENTS DO: Chosen students stand up and pretend to present the bread.

TEACHER SAY: **When our guests arrive, the students I have chosen will greet them, present the answers to our questions, explain the life cycle of bread, and share the bread we made. While our guests are enjoying their treat, you will have the opportunity to show the guests nearby your self-portrait and tell them why you think bread is good.**

Note to Teacher: If students are nervous or shy about sharing with guests, encourage the class to use the student book pages to prompt discussion.

5. TEACHER DO: Begin the class presentation when guests arrive.



STUDENTS DO: Welcome guests and escort them to their seats.

TEACHER SAY: **Thank you for taking time out of your busy schedule and coming to our class today. We have been learning about the life cycle of bread and want to thank you for the role you play in creating the bread we love to eat. I asked our students questions and we would like to share their answers with you.**

TEACHER DO: Call the students responsible for reading the lists to the front of the class.



STUDENTS DO: Assigned students walk to the front of the class. In order, each student reads the question and then the answers aloud. Then the five students return to their seats.

TEACHER DO: Continue to facilitate the other parts of the celebration, including a presentation of the life cycle of bread, presenting bread to the guests and students, and sharing self-portraits if appropriate.

6. Note to Teacher: If time permits, give guests an opportunity to speak to your students. You may choose to prepare them for this by informing them ahead of time of the possibility.

TEACHER SAY: **We would now like to give our guests the opportunity to speak to our class. Please listen carefully and be respectful while our guests speak.**

 STUDENTS DO: Respectfully listen to guests speak.

TEACHER DO: Give each guest opportunity to speak.

TEACHER SAY: **Now students, if you have a question you would like to ask our guests, please raise your hand and I will call on a few of you.**

TEACHER DO: Call on a few students to ask questions. Allow guests to ask questions of students as well if appropriate.

 STUDENTS DO: Ask questions to the guests and respectfully listen to their answers.

TEACHER SAY: **This concludes our bread presentation celebration. On the count of three, let's all say "thank you" to our guests. 1 … 2 … 3.**

 STUDENTS DO: Say "thank you."

TEACHER SAY: **Thank you, again, for coming to our celebration. _______, will you please escort our guests to the door?**

 STUDENTS DO: __________ escorts guests to the door and returns to his/her seat.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Great job, class. I really enjoyed our special celebration. What was your favorite part of the day? Share your thoughts with your Shoulder Partner.**

 STUDENTS DO: Share thoughts with a **Shoulder Partner**.

TEACHER SAY: **From start to finish, the life cycle of bread is a wonderful thing. It incorporates technology as well as many different professions. Best of all, it provides us with delicious food to eat. Bread is not the only product that has a life cycle. Next time you buy something, think about its whole story and all the people who helped it get to you.**

PRIMARY 1

Multidisciplinary

HOW THE WORLD WORKS

Chapter 2: How Business Works

Theme Overview

How Business Works

COMPONENT	DESCRIPTION	LESSONS
Discover	Students discover various types of businesses in the community. Students categorize businesses as providing goods or services. Students identify jobs at various businesses and the tools that are used	3
Learn	Students learn how businesses get the goods they sell. Students explore the transportation of goods and the role of magnets in transportation. Student consider how the sun and tourism affect businesses.	5
Share	Students share what they have learned by creating a collage and role playing.	2

Connection to Issues



Environmental: Our earth and environment need to be sustained. We can appreciate the environment as a community.

Globalization: Technology helps us and has changed over time. We have a special culture in Egypt around water.

How Business Works

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. • Identify the relationship among different items. • Observation. • Ask questions. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. • Fluency. **Problem Solving:** • Identify the problem. • Collect data. • Suggest solutions to problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Respect for others' opinion. • Exchange information. **Productivity:** • Set clear goals. **Decision Making:** • Select the appropriate alternative. **Negotiate:** • Effective listening. • Good inquiry.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Trust others.
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression. • Verbal and non-verbal communication. **Resiliance:** • Adapt and make adjustments to meet challenges.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

Fluency

- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Reading Comprehension: Informational Text

- Follow written instructions.

WRITING:

Narrative

- Recall familiar experiences to compose narratives that recount several events with details.
- Add drawings to convey meaning.

SPEAKING AND LISTENING:

Foundational Skills

- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Fluency

- Produce complete sentences when appropriate to task and situation.

MATH:

Measurement and Data

- Tell and write time in hours using analog and digital clocks.

Counting and Cardinality

- Count objects to tell how many there are.
- Understand the concepts of greater than, less than, and equal to up to 20.

SCIENCES:

Skills and Processes

- Raise questions about the world around them.
- Seek answers to some of their questions by making careful observations, using five senses, and trying things out.

Earth and Space

- Describe that sunlight warms the land, air, and water, using observations and age-appropriate tools.
- Observe daily movement of sun in the sky (sunrise, sunset).

Environmental Science

- Identify aspects of the environment that are made by humans (roads, buildings, school) and those that are not made by humans (trees, grass, sand).

SOCIAL STUDIES:

Understanding the World from a Spatial Perspective

- Explain the difference between something we want Identify means of transportation.
- Describe types of businesses in the community (e.g., bakery, butcher, bank, grocery store).
- Explain the connection between a profession and the place in which they work.
- Identify some jobs, both professional and manual labor (e.g., doctor, engineer, farmer) and the places where these take place.
- Match professions with the tools used in each profession.
- Explain what would happen if some professions did not exist.
- Demonstrate respect for people practicing different professions (through drawings, etc.).

VOCATIONAL FIELDS: COMMERCIAL JOBS

Developing Communication and Social Interaction Skills

- Explain the importance of commercial professionals and shops in the community.

Respecting and Maintaining the Environment and Self

- Identify the names of goods being sold or purchased in the environment.
- Identify commercial concepts and professions from the local environment (e.g., buying, selling, shop owner).
- Select artworks (e.g., postcard, photo album, souvenir) that represent local landmarks and places that support tourism.

INFORMATION AND COMMUNICATION TECHNOLOGIES:

- Identify relationships between digital information and resources and real life.
- Use digital technologies (i.e., computer) appropriately to support learning.

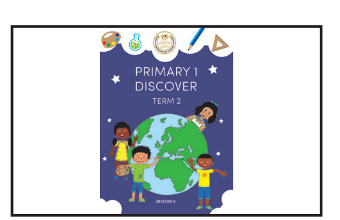
CH 2 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Identify examples of goods and services. • Sort goods and services. • Identify businesses that sell goods and services.
2	**DISCOVER: Students will:** • Discover jobs at different businesses. • Role play various jobs. • Identify places where jobs are located.
3	**DISCOVER: Students will:** • Match jobs to the relevant tools used. • Draw a community business. • Describe a community business.
4	**LEARN: Students will:** • Classify living and non-living things. • Identify man-made and natural aspects of the environment. • Distinguish between natural and man-made goods.
5	**LEARN: Students will:** • Identify new means of transportation. • Compare how people and goods are transported.
6	**LEARN: Students will:** • Investigate magnetic force. • Observe how magnets work. • Analyze how magnets are used in transportation.
7	**LEARN: Students will:** • Observe daily movement of the sun in the sky. • Recognize cardinal directions. • Describe how sun the sun gives light and warmth. • Explain how the weather and environmental conditions affect businesses.
8	**LEARN: Students will:** • Imagine how tourists interact with local businesses. • Discuss the importance of tourists to a local community. • Explain how tourists and goods use different types of transportation.

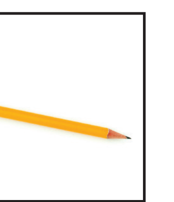
LESSON	INSTRUCTIONAL FOCUS
9	SHARE: **Students will:** • Create a collage that illustrates how a business works. • Describe the importance of human-made aspects in the environment (roads, transportation vehicles, and stores) and commercial jobs in the community. • Illustrate local stores and landmarks that are important to the community.
10	SHARE: **Students will:** • Act as tourists visiting local businesses and landmarks in the community. • Post comments reviewing local businesses and landmarks.

Materials Used

Student book



Pencils



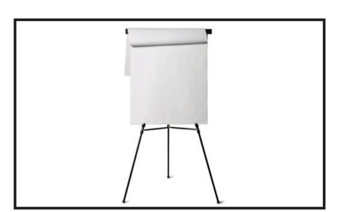
Crayons



Scissors



Blackboard or chart paper



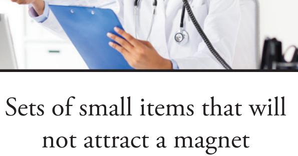
Chalk or markers for board



Picturs of professionals



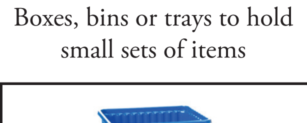




Pictures of businesses (such as brochures, advertisments)



Boxes, bins or trays to hold small sets of items



Sets of small items that will attract a magnet (paperclips, screws, some coins, washers)

Sets of small items that will not attract a magnet (rubber balls, leaves)

Magnet



Glue or tape





Cut out of a map of Egypt on a craft stick

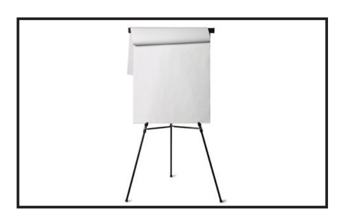
Coloring pages or outline of local landmarks- large format

Collage materials



Collage examples

Large format paperv



Large format plane cockpit image (optional)

Small compass (if possible)



Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify examples of goods and services. • Sort goods and services. • Identify businesses that sell goods and services.	• Service	• Board or chart paper • Chalk or markers • Student book • Scissors • Pencils • Crayons

PREPARATION

For the culminating project, please have students bring in various types of artwork (postcards, souvenirs, photos, advertisements, newspapers, magazines, etc.) that represent businesses in the community. As students learn about jobs, tools, goods, and transportation, encourage them to look for images that represent these ideas. Introduce this need at the start of the chapter and remind students to bring in their artwork throughout the chapter. Keep the artwork stored until needed at the end of the chapter.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

This is a time to excite your students about the new chapter.

TEACHER SAY: **We are going to start a new routine today. I would like to have you help me start class each day. When we review the previous lesson, we are going to have a student lead the discussion. Let's practice today.**

TEACHER DO: Select a confident student to lead the first day of the new routine.

TEACHER SAY: **_____, please come to the front of the room to lead our discussion. We are starting a new chapter called "How Business Works." What do you think we might learn? Please choose three Calling Sticks to call on students to answer.**



STUDENTS DO: Choose three **Calling Sticks** and call on three students to offer ideas. Chosen students share ideas about what they might learn.

TEACHER SAY: **Those are some great ideas. In the last chapter, we learned how some goods are made. We also learned that we buy many goods in stores. In this chapter, we will discover more about what stores sell. We will learn about how stores get the goods they sell. At the end of the chapter, we will make a collage to explain to others how businesses work.**

2. TEACHER SAY: **We learned that goods are products that we want or need. Who can share an example of a good?**

TEACHER DO: Take two or three responses before moving on, calling on students with hands raised.

STUDENTS DO: Respond with examples of goods.

TEACHER SAY: **In the last chapter, we learned that goods are bought from stores or marketplaces. What is a good that we can buy from a grocery store?**

Note to Teacher: If students are having difficulty responding, have them refer to the student book page Stores and Marketplaces.

TEACHER DO: Pass the calling-stick container to a student and have them select three **Calling Sticks**. Call on those three students to answer the question.


STUDENTS DO: Respond with goods that can be purchased from the grocery store.

TEACHER SAY: **What is a good that we can buy from the pharmacy? Think about it first, then Whisper your answer into your hand.**


STUDENTS DO: Think, then **Whisper** answer into hand.

TEACHER DO: Call on one or two students to share their answers.


STUDENTS DO: Respond with goods that can be purchased from the pharmacy.

TEACHER DO: Repeat this style of questioning, selecting one or two more stores such as a book store, clothing store, or other familiar store.


STUDENTS DO: Respond with goods sold at each store named.

3. TEACHER DO: Make sure each student has a student book and scissors. If you do not have enough scissors for each student, distribute amongst groups or pairs of students.

TEACHER SAY: **Great job remembering. Keep these goods and stores in mind for today's lesson. Now, let's think more about what different types of businesses sell. Does every business sell goods? Open your student book to the page called Community Businesses.**


STUDENTS DO: Turn to correct page in student book.

TEACHER SAY: **Let's count how many pictures are on this page. Count with me: 1, 2, 3, 4, 5, 6. Now, let's look closely to discover what each one sells. Point to the first picture with me. What do you see?**


STUDENTS DO: Count with teacher. Observe pictures of businesses.

TEACHER DO: Point to the first picture and ask students what they observe. Then ask what store they think is shown, and read the label.

TEACHER SAY: **You noticed there are books on the walls. What type of store is this?**


STUDENTS DO: Offer ideas. (a bookstore)

TEACHER DO: Repeat the identification of each of the six stores. Spend more time discussing the businesses that do not sell goods, such as the restaurant that cooks, serves, and sells food and the barbershop that sells the work of cutting hair.

TEACHER SAY: **Great job observing and identifying the businesses on this page. Now, let's read the directions.**


READ ALOUD: **Cut out each business.**


STUDENTS DO: Carefully cut out each business.

4. TEACHER SAY: **Now that we have cut out the pictures of businesses, we are going to sort them. How can the businesses be sorted into groups? Discuss with your Shoulder Partner.**

 **STUDENTS DO:** Discuss ways that the businesses can be sorted.

TEACHER DO: Select one student to share how to sort the businesses.

 **STUDENTS DO:** Share a way the businesses can be sorted.

Note to Teacher: There are many ways to sort the businesses. Encourage multiple solutions as this promotes critical thinking. Some options are: businesses in our community vs. not in our community, businesses for food vs. nonedible items, businesses that are open only in the daytime or day and night.

TEACHER SAY: Good idea. Let's sort the businesses by __________ as a class.

TEACHER DO: Model how to sort the businesses. Draw a **T-chart** at the front of the class on the board or chart paper. Put the business in the correct column. **Think Aloud** and ask students for help as you sort.

 **STUDENTS DO:** Sort the business squares as modeled by the teacher.

TEACHER SAY: Turn to your Shoulder Partner, and think of another way to sort the businesses. Work together to sort one set of pictures.

 **STUDENTS DO:** Sort the businesses with a **Shoulder Partner**.

TEACHER DO: Circulate around the room. Provide assistance if needed.

TEACHER SAY: Great job. When I call on you, please share with the class how you sorted the businesses in this round.

TEACHER DO: Call on two or three partners to share how they sorted the businesses.

 **STUDENTS DO:** Share the logic behind sorting the businesses.

TEACHER SAY: I have one more idea for how we can sort these businesses. Some business sell GOODS. Some businesses sell a SERVICE. A service is work that a person does for someone else. Can we say that word and definition together? "Service—work a person does for someone else."

 **STUDENTS DO:** Repeat the word and definition.

TEACHER SAY: Think about what each of these businesses sells. Sort the businesses into two groups on your own. One group will be businesses that sell goods. The other group will be businesses that sell a service.

 **STUDENTS DO:** Sort the businesses by goods or services.

TEACHER SAY: Now, show a Shoulder Partner your columns (or piles). Did you sort each business into the same category? If not, explain to each other why the business is in the group you chose. If your partner convinces you, it is okay to change your sort.

 **STUDENTS DO:** Show and explain sort to **Shoulder Partner**. Justify different choices and make any desired changes.

TEACHER DO: Circulate around the room. Provide assistance if necessary.

5. TEACHER SAY: Let's record how we sorted our community businesses.

TEACHER DO: On the board, create a **T-chart**. Label one column "Goods" and the other column "Services."

TEACHER SAY: I will ask you to show me the businesses that sell either goods or services. I will write the name of businesses that sell goods in this column.

TEACHER DO: Point to the GOODS column.

TEACHER SAY: I will write the name of businesses that sell services in this column.

TEACHER DO: Point to the SERVICES column.

TEACHER SAY: Let's start with an example. Can everyone find the grocery store and hold it up? A grocery store sells goods because it sells food. So, I write "grocery store" in the GOODS column.

TEACHER DO: Write "grocery store" in the GOODS column.

TEACHER SAY: Now, look at the pictures you sorted. Hold up a picture of another business that sells goods.

 **STUDENTS DO:** Hold up picture of business that sells goods.

TEACHER DO: Look around the room at the pictures students are holding up. Point out the correct pictures while also noting incorrect pictures (which suggest a student does not understand the distinction between a good and a service). Review as needed after the **T-chart** is complete.

TEACHER SAY: I see pictures of a souvenir store and a bookstore. I will add those to the list.

TEACHER DO: Write "bookstore" and "souvenir store" in the GOODS column.

Note to Teacher: Restaurants provide the service of preparing food to eat, but they also sell food, which is a good. This business can go in either sorted pile, or could go in a third column labeled "Both."

TEACHER SAY: Can anyone think of one more store that sells goods? Let's add a store to our list even though we do not have a picture. Raise your hand if you have an idea.

TEACHER DO: Call on one student with a hand raised and record one more business that sells goods (if the student is correct).

 **STUDENTS DO:** Raise hands to share ideas.

TEACHER SAY: Now, let's think about which businesses sell a service. I know that the barbershop sells a service because they cut hair for people. I will write "barbershop" in the SERVICES column.

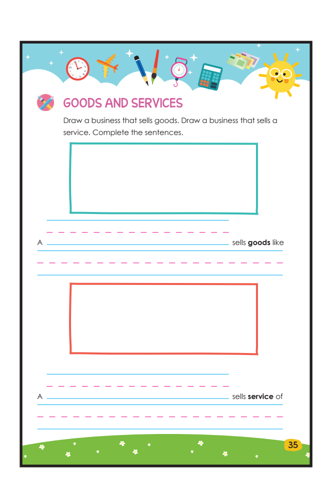
TEACHER SAY: Hold up a picture of another business that sells a SERVICE.

 **STUDENTS DO:** Hold up picture of business that sells a service.

TEACHER SAY: I see pictures of a hotel and a restaurant. I will add those to the list.

TEACHER DO: Write "hotel" and "restaurant" in the SERVICES column.

TEACHER SAY: There are other businesses in our community. Let's consider some of them. Name a business in our community and state if it sells goods or services.



TEACHER DO: Use **Calling Sticks** or call on students with hands raised to provide multiple suggestions before continuing. Add responses to the list.

 **STUDENTS DO:** Name a community business and tell if it sells goods or services.

TEACHER SAY: Great job sorting. Let's read our list together.

TEACHER DO: Point to each word and read aloud.

 **STUDENTS DO:** Read aloud each word as the teacher points to it.

6. TEACHER SAY: Open your student book to the page Goods and Services.

 **READ ALOUD: Draw a business that sells goods.**

TEACHER SAY: Think quietly for a moment about a business you would like to draw. It can be one we have already named today, or a new one.

 STUDENTS DO: Think about a store that sells goods to draw.

TEACHER SAY: Turn to your Shoulder Partner and share an idea for a business that sells goods.

 STUDENTS DO: Share ideas with a **Shoulder Partner**.

TEACHER SAY: When you are done sharing, draw the business you shared. What details will help someone identify the store?

 STUDENTS DO: Draw a business that sells goods.

TEACHER DO: Repeat this process for the second box on the page, focusing on services. Remember to read the second sentence of directions to the students. Breaking up directions into chunks is a strategy that will allow students to process a multistep task more easily.

TEACHER DO: Once students have completed both drawings, transition into writing sentences to describe the drawings, drawing attention to the difference between the two different types of businesses.

 READ ALOUD: **Complete the sentences.**

TEACHER SAY: Listen carefully as I read the sentence under the first drawing space.

 READ ALOUD: **A __________ sells goods like ___________.**

TEACHER SAY: Complete the sentence with the type of business and what it sells. If you do not know how to spell a word, ask your Shoulder Partner for help. Then ask me if you are both stuck.

 STUDENTS DO: Complete sentences.

TEACHER DO: Allow time for students to complete their work. Walk around, assisting where needed.

TEACHER SAY: Let's share our work with our Shoulder Partners. Explain your drawing, and read your sentences.

STUDENTS DO: Explain drawing and read sentences to **Shoulder Partner**.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we talked about businesses in our community. We discovered that some businesses sell goods and some sell a service. Let's get ready for tomorrow. I need a student to help lead this discussion.

TEACHER DO: Use **Calling Sticks** to choose a student leader, and have the chosen student join you at the front of the room. The directions here ask for six students to share, but this is an arbitrary number. Use your discretion and consider the time left in the lesson.

TEACHER SAY: Businesses cannot exist without people working in them. Let's think. Who works at the businesses in our community? Let's guess who works at each of the businesses we discussed today. __(leader)___, please choose six Calling Sticks and call on students to answer the question "Who works at a _____?".

 STUDENTS DO: Choose six students, who each respond with a worker.

TEACHER DO: Allow students to guess without correcting them if they are wrong.

TEACHER SAY: Those are some great guesses. We will discover if you are right tomorrow.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Read about jobs at different businesses. • Role play various jobs. • Identify places where jobs are located.	• Meat market • Butcher • Bank • Teller • Bakery • Baker • Garage • Mechanic	• Board or chart paper • Chalk or markers • Pictures of jobs • Student book • Crayons (blue, orange, green) • Pencils • T-chart of businesses sorted by what is sold from previous lesson

PREPARATION

Prepare various images of jobs common to businesses in your community. These may include: waitress/waiter, cook, barber, bookstore clerk, grocery store cashier, baker, doctor, etc. You may use digital or printed images.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **________, will you please come up front and lead our review? Please call on students with their hands raised to tell you something they remember about the last lesson.**

 STUDENTS DO: Raise hands to share something from the previous lesson.

TEACHER SAY: **Wonderful job, _________. In the last lesson, we discovered that some businesses sell goods and some businesses sell services. Let's quickly review to make sure we remember. I am going to name a business. If the business sells a service, stand up. If the business sells goods, stay seated.**

TEACHER DO: Name several examples of businesses using the T-chart from the previous lesson as reference. Use this time to address any misconceptions.

 STUDENTS DO: Stay seated or stand up when each business is named.

2. TEACHER DO: Display the T-chart from the previous lesson.

TEACHER SAY: **Great job. Here is the chart we made in the last lesson. Let's read the community businesses that sell goods.**

TEACHER DO: Point to and read each word from the GOODS column.

 STUDENTS DO: Read each word as the teacher points to it.

TEACHER DO: Repeat, reading the SERVICES column out loud with students.

3. TEACHER DO: Create a new chart on the board with three columns, titled Jobs, Tools, Places. Divide students into groups that will each be assigned a different job. The first role play described draws on learning that took place earlier in the year. If students do not remember how farmers use tools to do their jobs, gently remind them. Returning to previous topics is a great way to reinforce the connections between all of the learning indicators students should be mastering over the course of the year.

TEACHER SAY: You are doing very well sorting our businesses. Now, let's discover what happens at each business. Let's start with jobs. Each business has certain jobs that need to be done. What do the people who work there do?

Let's practice with a job we have already studied: a farmer. When I say "Go," act like a farmer. Go.

 **STUDENTS DO:** Act out the job of a farmer.

TEACHER SAY: Great acting. We are going to do the same thing with our businesses. Let's look at our new chart. The first column says JOBS. Our second column says TOOLS. People who work at businesses use tools to do their jobs. What tools do they use? Let's practice being a farmer again. What tool will you use? Go.

 **STUDENTS DO:** Act like a farmer using a tool.

TEACHER SAY: Now, turn to your Shoulder Partner to share what you were doing as a farmer and what tool you were using.

 **STUDENTS DO:** Share what task and tool they acted out.

TEACHER SAY: You are ready. Now, we are going to act out what happens at some businesses, so we can discover the jobs that need to be done and the tools that are used. I will write what we discover on our chart. First, I will give each group a job to act out.

TEACHER DO: Give each group a picture representing a job to act out (waitress, cook, barber, bookstore clerk, grocery store cashier, baker, doctor, etc.).

TEACHER SAY: Now, with the other students in your group, practice acting out the job. Imagine what the person would do and what tools he or she would need. What would he or she say to a customer? Some people in your group can be the workers, while others can be customers.

TEACHER DO: Allow students time to practice acting out the job. Provide clues or guidance as needed. For example, ask, "When you enter a store, who helps you?" or "How would a customer ask for what they need?" Remind students to think of both the tools used and the task being performed by the worker.

 **STUDENTS DO:** Work with group members to **Role Play** a situation at the assigned business.

TEACHER SAY: It is time to act out your job in front of the class. Each group will take turns. Watch each group carefully. Think about what job is being done. Think about what tools are being used.

TEACHER DO: Call on one group at a time to repeat the **Role Play** for the class. Encourage students to speak loudly enough for everyone to hear.

 **STUDENTS DO:** Act out the assigned job with group members.

TEACHER SAY: What job did you see?

 **STUDENTS DO:** Offer ideas for what job was being acted out.

TEACHER DO: Add (correct) response to chart.

TEACHER SAY: What tools were being used?

STUDENTS DO: Name tools used.

TEACHER DO: Add (correct) responses to chart in the same row as the job.

TEACHER SAY: Our third column on this chart says PLACES. Where do you think the job takes place? What business is this?

STUDENTS DO: Name place/name of business.

TEACHER DO: Add response to chart.

TEACHER SAY: Let's watch the next group.

TEACHER DO: Repeat process until all groups have acted out a job.

TEACHER SAY: Let's read our chart together.

TEACHER DO: Point to each word and read aloud across the column in a full sentence such as "A cook uses pots and pans to cook food at a restaurant." As you read, place emphasis on the words COOK, POTS and PANS and RESTAURANT. Ask students which part of the sentence is the JOB, which part of the sentence is the TOOL and which part of the sentence is the PLACE.



STUDENTS DO: Read aloud each word in unison as the teacher points to it. Respond to questions about the parts of the sentence that correspond to columns in the chart.

4. TEACHER SAY: Thank you all. The place where a person works has the tools that are needed to get the job done. In the last chapter, we learned that engineers design goods and appliances. Where do you think engineers work? Share with a Shoulder Partner.



STUDENTS DO: Share with **Shoulder Partner**.

TEACHER SAY: Some jobs take place in offices or laboratories. These are businesses that we do not usually visit to buy goods or services. Even though we do not usually see these businesses, they are still important to our community. Let's add "engineer" to our chart. What tools might an engineer use?

TEACHER DO: Call on two or three students to respond.



STUDENTS DO: Name a tool that an engineer might use.

CHAPTER 2 HOW BUSINESS WORKS

AT WORK

Read the text below. Underline the **PLACE** in blue. Underline the **JOB** in green. Underline the **TOOLS** in orange.

This is a meat market. A butcher works at the meat market. The butcher cuts the meat with a knife. The butcher uses a scale to weigh the meat.

This is a bank. A teller works at the bank. The teller adds up money with a calculator. The teller types amounts of money into the computer.

This is a bakery. A baker works at the bakery. The baker uses a mixer to mix the ingredients. The baker puts the bread in the oven to cook.

This is a garage. A mechanic works at the garage. The mechanic changes a tire with a wrench. The mechanic uses a funnel to change the oil.

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5. TEACHER SAY: Let's discover more about places where people work and the tools that are used. Open your student book to the page At Work.



STUDENTS DO: Open student book to correct page.



READ ALOUD: Read the text below.

TEACHER SAY: Point to each word as I read aloud.

TEACHER DO: Read aloud the first paragraph of text on the student page.



STUDENTS DO: Point to each word as it is read aloud.

TEACHER SAY: Now, let's read the same sentences together.

TEACHER DO: Read the first paragraph with the students, pausing at the end of each sentence. You may wish to read each sentence more than one time. Make sure to use emphasis in your voice as you read the JOB, the TOOLS and the PLACE of work for each occupation pictured. Encourage students to add the same emphasis with their voices as they read in unison along with you.



STUDENTS DO: Read the first paragraph aloud with the teacher.



READ ALOUD: Underline the PLACE in blue.



TEACHER SAY: What is the place we read about in the first paragraph? Raise your hand to respond.

 **STUDENTS DO:** Raise hands to respond to question.

TEACHER DO: Call on a student to respond.

TEACHER SAY: That is right. The place in the first paragraph is the meat market. Use your blue crayon to underline the words "meat market."

TEACHER DO: Circulate around the room to make sure that students are underlining the correct words.

 **STUDENTS DO:** Underline the words "meat market" in blue.

Note to Teacher: If students need more literacy support, write the words students should underline on the board so that they can match the word to what is on the page.

 **READ ALOUD: Underline the JOB in green.**

TEACHER SAY: What is the job at the meat market? Raise your hand to respond.

 **STUDENTS DO:** Raise hands to respond to question.

TEACHER DO: Call on a student to respond.

TEACHER SAY: A butcher works at the meat market. Use your green crayon to underline the word "butcher."

TEACHER DO: Circulate around the room to make sure that students are underlining the correct word.

 **STUDENTS DO:** Underline the word "butcher."

 **READ ALOUD: Underline the TOOLS in orange.**

TEACHER SAY: What tools are used at the meat market? Raise your hand to respond.

TEACHER DO: Call on a student to respond. Students may name tools that are neither in the picture nor in the text. That is okay, but to reinforce literacy skills, point students back to the image and the text. This is a close reading practice that will be utilized extensively as students progress in further grades.

 **STUDENTS DO:** Raise hand to respond to question.

TEACHER SAY: There are many different tools used, but in the text, we see that a knife and scale are used at the meat market. Use your orange crayon to underline the words "knife" and "scale."

TEACHER DO: Circulate around the room to make sure that students are underlining the correct words.

 **STUDENTS DO:** Underline the words "knife" and "scale."

TEACHER DO: Repeat the process for the remaining paragraphs of the text, allowing students to work more independently by the end of the page.

TEACHER SAY: You were wonderful acting out different jobs today. We can discover new things by acting. We can also discover new things by reading. Let's read the whole page together one more time.

TEACHER DO: Read the text aloud.

 **STUDENTS DO:** Read the text aloud.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: _______, will you please lead the closing discussion? Our question to consider today is, "What would happen if the baker worked at the garage?" You can use my Calling Sticks or call on students with their hands raised to answer.

Note to Teacher: This may be a silly discussion. Students may come up with creative ideas of what would happen if a cook worked at the bank, or if the car mechanic had to bake the bread. Encourage them to explain their ideas and find humor in this conversation.

 **STUDENTS DO:** Facilitate discussion. Other students answer question when chosen.

TEACHER SAY: We have discovered that the place where a person works is important because it has the tools that are needed to get the job done properly. We are learning so much about how business works.

Lesson 3 Overview

LEARNING OUTCOMES

Students will:
- Match jobs and tools.
- Draw a community business.
- Describe a community business.

KEY VOCABULARY

No new vocabulary; reinforce existing vocabulary.

MATERIALS

- Chart paper
- Crayons (or markers), at least four colors per student
- Pencils
- Student book
- One piece of large-format paper per group
- Images of chosen businesses (from brochures, advertisements, search engines)

PREPARATION

Preparation: For this lesson, students will be working in groups to draw a community business. Decide how the students will be grouped before beginning the lesson. Label one piece of large paper with an appropriate community business for each group. Use a mix of businesses that sell goods and services, such as a restaurant, mechanic's garage, post office, theater, museum, clothing store, pharmacy, bank, etc. If any students have brought in images of the chosen businesses for the final project, make these accessible to groups. If possible, find one to three digital or printed images of the chosen businesses for inspiration.



Learn (90 minutes)

Directions

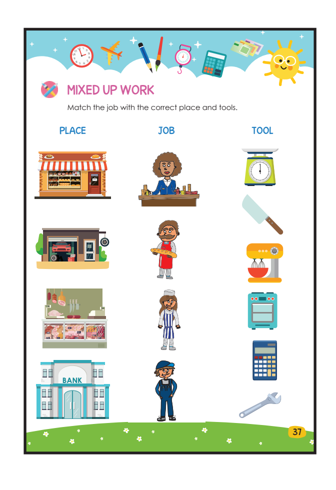
1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **In the last lesson, we discovered that businesses need different jobs to be done. The place where a person works has the tools that are needed to get the job done properly. Let's review the chart we made from the last lesson.**

TEACHER DO: Point to each word and read aloud, adding emphasis on jobs, tools, and places, across the column in a full sentence such as "A cook uses pots and pans to cook food at a restaurant."

 STUDENTS DO: Read each word on the chart in unison as the teacher points to it.

2. TEACHER SAY: **Now, let's review the new businesses we discovered yesterday. I will read each paragraph on the page At Work for review. I will pause before reading the job or the tool. See if you can remember what comes next.**

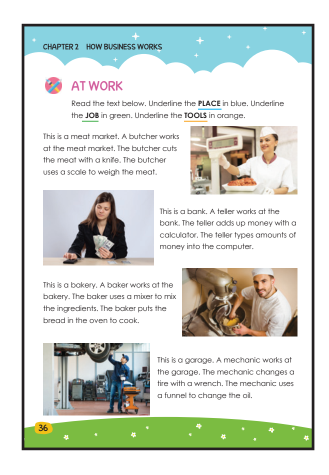


TEACHER DO: Read the four paragraphs fluently for students, pausing before either the name of the job or the name of a tool to see what students remember.

 STUDENTS DO: Fill in the blanks where the teacher pauses by calling out the right word.

3. TEACHER SAY: **You remember a lot as a class. I could not hear if everyone was saying each word, though. Let's see what you remember individually. Open your student book to the page called Mixed Up Work.**

 STUDENTS DO: Turn to correct page in student book.


CHAPTER 2 HOW BUSINESS WORKS

AT WORK

Read the text below. Underline the PLACE in blue. Underline the JOB in green. Underline the TOOLS in orange.

This is a meat market. A butcher works at the meat market. The butcher cuts the meat with a knife. The butcher uses a scale to weigh the meat.

This is a bank. A teller works at the bank. The teller adds up money with a calculator. The teller types amounts of money into the computer.

This is a bakery. A baker works at the bakery. The baker uses a mixer to mix the ingredients. The baker puts the bread in the oven to cook.

This is a garage. A mechanic works at the garage. The mechanic changes a tire with a wrench. The mechanic uses a funnel to change the oil.

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TEACHER SAY: Oh no. The workers cannot do their jobs because they are at the wrong place with the wrong tools. Businesses cannot work if they do not have the right people and tools. They need you to help them figure out where they should be.

 **READ ALOUD: Match the job with the correct place and tools.**

TEACHER SAY: Use one color crayon to draw a line from the bakery to the job and tools that are needed at a bakery. Then choose a new color to match the garage, and so on. If you need help, look back at the page At Work.

TEACHER DO: Allow students time to complete their work. Circulate around the room. Provide assistance as needed.

 **STUDENTS DO:** Complete the page.

TEACHER SAY: Thank you for working hard. Now, show your page to your Shoulder Partner. Talk about your matches. If you disagree, share your thinking and see if you can agree. Make changes if you need to.

TEACHER DO: Allow students time to talk with a **Shoulder Partner**.

 **STUDENTS DO:** Show matches to **Shoulder Partner**. Discuss reasoning if answers do not match and make changes as desired.

4. TEACHER SAY: We have many different kinds of businesses in our community. Different people work at our businesses. Different tools are used. Different goods and services are sold. We are going to work in groups to discover more about how our community businesses work. What can we discover from studying and drawing detailed pictures?

TEACHER DO: Divide students into groups of four to eight, depending on how many businesses you have chosen. Give each group a piece of chart paper, pencils, and crayons. Distribute any images collected or found of the chosen businesses to provide inspiration for the students' drawings.

TEACHER SAY: Each group has the name of a business on the chart paper. Listen carefully as I read each name.

TEACHER DO: Walk around the room to read the name of each business, pointing as you read.

TEACHER SAY: Each group will draw a picture of their business, a job, and tools used at the business. Your first step is to think about your group's business. Close your eyes. Picture the goods or services being sold.

 **STUDENTS DO:** Close eyes and visualize the business.

TEACHER SAY: Next, picture who works at the business, and the tools that person uses.

 **STUDENTS DO:** Close eyes and visualize the business.

TEACHER SAY: Now, talk with your group about what you imagined.

TEACHER DO: Allow students time to talk with the group.

 **STUDENTS DO:** Discuss visions of the business with group members.

TEACHER SAY: Now, it is time to draw. Before you pick up your crayons, decide who will draw which part of the picture.

TEACHER DO: Allow students time to complete their drawings. Circulate around the room. Be sure groups are including examples of goods/services, workers, and tools used in the store.

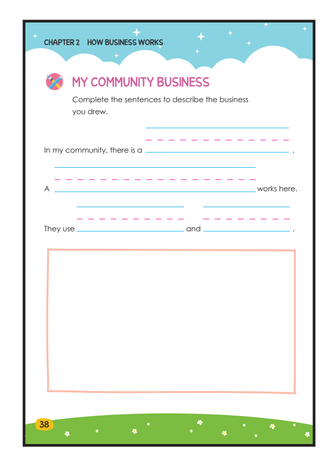
TEACHER SAY: You have worked so hard today. You have used your creativity to imagine and draw how a business works. Let's tell each other about our pictures. I will ask one group at a time to stand up and describe the picture. While you explain the picture, I will label it.

 **STUDENTS DO:** Explain the group's picture.

TEACHER DO: As students explain, label the drawing with the appropriate vocabulary.

5. TEACHER DO: Display the pictures for student reference.

Note to Teacher: Save the pictures for use during the Share portion of the chapter.



TEACHER SAY: Thank you for sharing. Now, let's write about our businesses so that we can remember what we discovered tomorrow. Open your student book to the page My Community Business.

 **READ ALOUD: Complete the sentences to describe the business you drew.**

TEACHER SAY: Let's read the sentences first so we know how to complete them.

 **READ ALOUD: In my community, there is a _________. A ________ works here. They use _________ and ___________.**

TEACHER SAY: Let's read the first sentence again, together this time.

 **STUDENTS DO:** Read the sentence with the teacher.

TEACHER SAY: We have been learning about places, jobs, and tools. Which one are we going to write to finish this first sentence?

 **STUDENTS DO:** Offer ideas (place).

TEACHER DO: Repeat the question, providing all three options (places, jobs, and tools) for the next two sentences.

TEACHER SAY: Use the labels I wrote on your group pictures if you need help spelling a word.

 **STUDENTS DO:** Complete the page.

TEACHER DO: Allow time for students to complete the page. Circulate around room, providing assistance when necessary.

TEACHER SAY: Let's share our work. Read your sentences together, aloud in your groups.

 **STUDENTS DO:** Read sentences aloud in groups.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we talked about businesses in our community. If you could own any business, what would it be? Tell your Shoulder Partner what business you would own.

 **STUDENTS DO:** Share ideas with **Shoulder Partner**.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Classify living and non-living things. • Identify natural and man-made aspects of the environment. • Distinguish between natural and man-made goods	• Review • Living • Non-living	• Student book • Pencil • Board or chart paper • Chalk or markers



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: You have discovered a lot over the last three days about how businesses work. ________, can you please come to the front of the room to choose three Calling Sticks? The students you call will share a type of business they have discovered, describing the people that work there, the tools they use and the kind of goods or services sold at the business.

TEACHER DO: Choose a student to come to the front of the room.



STUDENTS DO: Lead discussion. Others will offer details about businesses previously discussed.

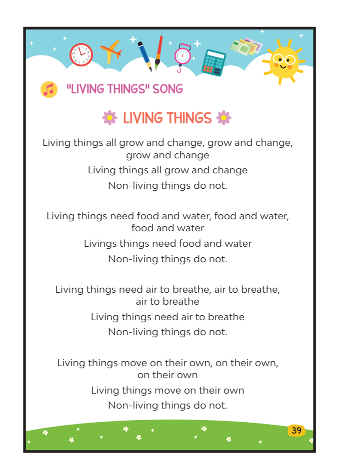
TEACHER SAY: We have discovered many businesses. Some of the businesses we have explored sell services and some sell goods. Let's continue learning about how the world works and how business works. Today we are going to learn more about the different goods that stores sell.

2. TEACHER SAY: Before we start today's lesson, let's review something we learned earlier in the year. REVIEW means to talk about something you already learned. Can you say "review"? Whisper it into your hand three times.



STUDENTS DO: Whisper "review" into hand three times.

TEACHER SAY: Good. We are going to review what we learned last term. Let's see what you can remember. Who can tell me a difference between something that is living and something that is not living?



"LIVING THINGS" SONG

LIVING THINGS

Living things all grow and change, grow and change, grow and change
Living things all grow and change
Non-living things do not.

Living things need food and water, food and water, food and water
Livings things need food and water
Non-living things do not.

Living things need air to breathe, air to breathe, air to breathe
Living things need air to breathe
Non-living things do not.

Living things move on their own, on their own, on their own
Living things move on their own
Non-living things do not.

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TEACHER DO: Use **Calling Sticks** to choose two or three students to respond.



STUDENTS DO: If chosen, provide a difference between a living and non-living thing.

Note to Teacher: Students should provide answers like: living things grow and change; need food, water, and air; and move; and non-living things do not. If they have trouble remembering, prompt them with examples of each. Correct any misconceptions as they are voiced.

TEACHER SAY: Good job remembering. Living things grow and change; need food, water, and air; and can move on their own. We had a really fun way of remembering those things last term—we sang the "Living Things" song.

TEACHER DO: Show students the lyrics page in the student book.

TEACHER SAY: Let's turn to the page "Living Things" Song in your student book. Do you remember this song?

 **STUDENTS DO:** Turn to correct page in student book.

TEACHER SAY: I am going to sing the first verse of the song to help you remember what it sounds like.

TEACHER DO: Sing song for students.

TEACHER SAY: Now, let's sing it together, with the movements. I need a volunteer to come show us what the movements to our song are. Who remembers all of the movements to the "Living Things" song?

TEACHER DO: Choose a volunteer to demonstrate the movements as you call out the repeated words in the verses.

 **STUDENTS DO:** Demonstrate movements to the "Living Things" song.

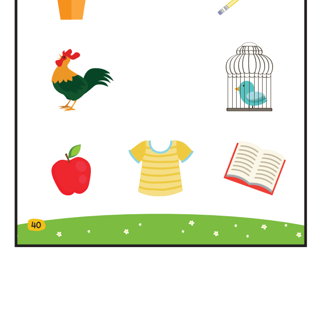
Note to Teacher: If students cannot remember the movements, demonstrate them for the students based on what you did during Theme 2, Chapter 1.

TEACHER SAY: Thank you, _______. Now, everyone stand up at their seats.

 **STUDENTS DO:** Stand up.

TEACHER SAY: On the count of three, we will all sing the song together and do the movements. 1 … 2 … 3.

 **STUDENTS DO:** Sing "Living Things" song and perform movements.



3. TEACHER SAY: That was great singing. We are going to do one more thing to review. Turn the page to Living or Non-living Goods.

 **STUDENTS DO:** Turn to correct page in student book.

TEACHER SAY: We just sang a song about what is true of all living things. On this page is a set of goods you can buy at a store. Let's see if you can identify which things are living.

Note to Teacher: You may wish to briefly name all of the pictures shown to ensure that all students interpret the images in the same way.

 **READ ALOUD: Use your pencil to circle the goods that are living. Put an "X" through the goods that are non-living.**

 **STUDENTS DO:** Complete the page in student book.

TEACHER SAY: Turn to your Shoulder Partner and show them your answers. Did you circle and X all the same goods? If your answers do not match, explain your thinking to each other. Change your answers as needed.

TEACHER DO: Circulate around room and provide assistance as needed.

 **STUDENTS DO:** Show answers to **Shoulder Partner** and make corrections if needed.

4. TEACHER SAY: Look at the goods on the page again. This time, let's look for natural and man-made things. I will make a list on the board of which goods are natural and which are man-made. Who can tell me one good on the page that is made by humans?

TEACHER DO: Use **Calling Sticks** to choose students to answer. Write answers on a board or chart paper as students name them. Correct any misconceptions as they occur.

 **STUDENTS DO:** Respond when called on.

TEACHER DO: Repeat the process for natural items that are pictured on the page.

TEACHER SAY: **Look at our lists carefully. What do you notice?**

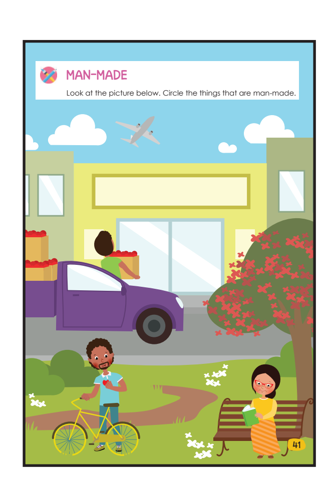
TEACHER DO: Give students a moment to study the lists, then call on a student to respond. Students should note that the non-living things are made by humans and the living things are not made by humans.

 **STUDENTS DO:** Respond if chosen.

Note to Teacher: If students have trouble discerning the connection between living/non-living and man-made/not man-made, ask them leading questions like "What do all of the things made by humans have in common?" "Does anything on the "Made by Humans" list need air to breathe?" etc.

TEACHER SAY: **Great work. The things on our "Man-made" list are non-living, and the things on our "Natural" list are living.**

Note to Teacher: It is important to note that not all non-living things are made by humans (for example, a rock), but all of the non-living things on the student book page comply for the purposes of this lesson. Be careful to note your word choice when speaking with the students.



5. TEACHER SAY: **Now, let's see if you can identify more things that are man-made. Turn to the page that looks like this in your student book. It is called Man-made.**

TEACHER DO: Display correct page in student book for students to see.

 **STUDENTS DO:** Turn to correct page in student book.

 **READ ALOUD:** **Look at the picture below. Circle the things that are man-made.**

 **STUDENTS DO:** Circle the things that were made by humans.

TEACHER SAY: **Now, turn to your Shoulder Partner and share your page. Did you miss anything? Circle it now.**

TEACHER DO: Circulate around the room to provide assistance as needed. Students should have circled the road, delivery truck, bicycle, airplane, building and/or grocery store sign, book, park bench, and the clothing people are wearing.

Note to Teacher: If students need support, suggest that they look for man-made goods and types of transportation.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year. The closing in today's lesson is a bit more extensive, so be sure to leave ample time for the questions that follow.

TEACHER SAY: **_______ will lead our closing discussion today. Today we learned about living and non-living goods that are sold. There is a person eating a piece of fruit in the picture. Where do you think the person bought the fruit? Please use Calling Sticks to call on one student to answer.**

 **STUDENTS DO:** Choose a student to answer the question.

TEACHER SAY: **Some goods we buy at stores come from nearby, but other goods come from distant countries. Where do you think the apple you buy at a grocery store comes from? Does it come from nearby or a distant country? Please choose two Calling Sticks and call on students to answer.**

 **STUDENTS DO:** Choose two students to answer the question. Share ideas.

TEACHER SAY: There was also clothing on our list of goods. What about the shirt you are wearing? Do you think it comes from nearby or far away? Please choose two more Calling Sticks and call on students to answer.

 **STUDENTS DO:** Choose two students to answer the question. Share ideas.

TEACHER SAY: Tomorrow we are going to learn an important part of how businesses work: How do stores get the goods they sell? The picture we just studied contains some clues about how goods get from where they are made to where they are sold. Turn to your Shoulder Partner, and see if you can find two clues.

 **STUDENTS DO:** Look for clues with **Shoulder Partner**.

TEACHER SAY: ___________, will you please come up and pick three Calling Sticks. These students will share one clue they found.

 **STUDENTS DO:** Choose **Calling Sticks**, share clues.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify new means of transportation. • Compare how people and goods are transported.	• Transportation • Cargo	• Student book • Pencil • Crayons



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Yesterday we reviewed some things we already knew and learned some new things. _________, will you please come up front and lead our review? Please call on students with their hands raised to tell you something they remember about the last lesson.

 **STUDENTS DO:** Raise hands to share something from the previous lesson.

Note to Teacher: If students do not include all important details, ask questions to prompt recollection or supplement missing details for class.

TEACHER SAY: Today, we are going to continue learning how goods get from where they are made to where they are sold. There are clues in the environment all around us. We see clues when we travel to school every day. Turn back to the picture on the page Man-made we studied at the end of the last lesson. What do you see on this page that might be a clue?

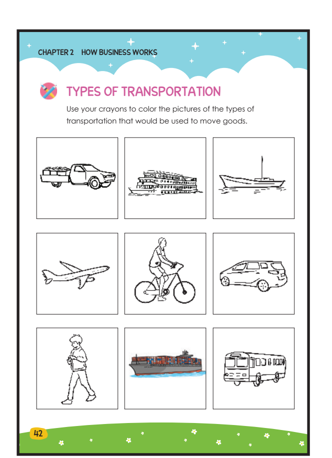
 **STUDENTS DO:** Identify and share clues (some may notice the delivery truck, road, airplane, etc.).

2. TEACHER SAY: We are going to start our lesson today by reviewing what we know about TRANSPORTATION. Can someone remind us what "TRANSPORTATION" means?

TEACHER DO: Choose students to respond until correct answer is offered.

 **STUDENTS DO:** Respond if chosen.

Note to Teacher: Students will probably offer examples of transportation in lieu of the actual definition. Acknowledge examples, but challenge students to also describe or define the category of the word.



3. TEACHER SAY: Thank you. TRANSPORTATION is what helps us move from one place to another. I heard many good examples of the types transportation we talked about last term. Turn to the page Types of Transportation in your student book.

TEACHER DO: Show students correct page in student book.

 **STUDENTS DO:** Turn to correct page in student book.

TEACHER SAY: Last term, we learned about the world around us and how PEOPLE move from one place to another. The types of transportation we discovered were good for moving PEOPLE. Turn to your Shoulder Partner and point to two types of transportation that we talked about that are good for moving PEOPLE.

 **STUDENTS DO:** Identify two types of transportation for moving people.

Note to Teacher: If you hear students express confusion about what any of the images depict, pause to identify each of the images as a whole-class discussion.

TEACHER DO: Use **Calling Sticks** to choose two or three students to share ideas with the class.

 **STUDENTS DO:** Share ideas with the class.

TEACHER SAY: Walking and riding a bicycle are two good ways for people to move from one place to another.

TEACHER DO: Point to child walking and bicycle in student book.

TEACHER SAY: What about goods? Our question today is how goods get to where they are sold. Are all types of transportation helpful in moving goods? Turn to your Shoulder Partner and share your "yes" or "no" prediction.

 **STUDENTS DO:** Share predictions with a **Shoulder Partner**.

TEACHER SAY: Let's think. If a store ordered 50 crates of oranges, would a bicycle be a good way for a farmer to deliver the oranges to the store? Why or why not? Turn back to your Shoulder Partner to answer.

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to choose two or three students to share ideas.

 **STUDENTS DO:** Share ideas with the class.

TEACHER SAY: Some types of transportation are best for moving people. Some types are best for moving goods. Some can be used for both. You are going to be working with your Shoulder Partner to figure out which is which.

 **READ ALOUD: Use your crayons to color the pictures of the types of transportation that would be used to move goods.**

TEACHER SAY: You can see that one of the pictures has already been colored in for you. What is this a picture of?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: Yes, this is a boat. Specifically, this is a picture of a CARGO ship. CARGO means goods that are being moved from one place to another. On the count of three, say the word CARGO and its definition like me: "CARGO—goods that are being moved from one place to another." 1 … 2 … 3.

 **STUDENTS DO:** Repeat word and definition.

TEACHER SAY: Next to the cruise ship is a cruise ship. They are both large ships. A cruise ship is used to move people. Look closely at the cruise ship. Why do you think the cruise ship is better than a cargo ship for moving people? Raise your hand.

TEACHER DO: Select a few students with raised hands to offer ideas.

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: A cruise ship is built to move humans. As we know, humans are living and living things have needs. The cruise ship has windows for light and air, and places to walk and play. Do you see windows on the cargo ship?

 **STUDENTS DO:** Answer in unison, no.

TEACHER SAY: Cargo ships mostly move non-living goods, so they have lots of flat space to store boxes and containers. They do not need windows. A cargo ship moves goods, so it is colored in. Work with your Shoulder Partner to color the other types of transportation that are used to move GOODS.

TEACHER DO: Circulate around the room providing assistance as needed.

 **STUDENTS DO:** Color pictures of types of transportation used to move goods.

Note to Teacher: Some students might choose nontypical types of transportation based on their experience (for example, a bicycle might be a common method of delivery in the community). It is not important to correct them if they can justify their response.

TEACHER DO: Either as students work or once they are finished, continue to compare the types of transportation pictured in discussion with students. Compare the delivery truck to the bus and the sail boat to the cargo ship.

4. TEACHER SAY: Good work. Now, we are going to play a game called Sit or Stand. I am going to read some sentences about transportation. If you agree with a sentence, stand up next to your seat. If you disagree, stay seated. Let's practice before we begin. Here is my practice sentence: "I am your teacher."

TEACHER DO: Pause to allow time for students to stand.

 **STUDENTS DO:** Stand next to seat.

TEACHER SAY: You should all be standing up because you agree. I am your teacher. You may sit back down.

 **STUDENTS DO:** Sit in seat.

TEACHER SAY: Let's begin our game. Here is your fist sentence: "A delivery truck is helpful to move goods from one city to another nearby city."

TEACHER DO: Pause to allow time for students to decide whether to sit or stand.

 **STUDENTS DO:** Stand next to seat.

TEACHER SAY: Everyone should be standing, because a delivery truck is an appropriate way to move goods to another city. You may sit down.

 **STUDENTS DO:** Sit in seat.

TEACHER DO: Continue the game, reading the following sentences one at a time. Ask students to justify their choices of sitting or standing. For sentences that are intentionally false, ask students to suggest a better form of transportation. If possible, display a large map and point to locations as you say them. If a map is not available, describe the journey to students after reading the sentence. For example, "To get from Canada to Egypt, you have to cross an ocean and multiple countries."

- A small sail boat is helpful to move goods from Europe to Egypt. (False)
- An airplane is an appropriate way to move goods from Canada to Egypt. (True)
- A bus is a helpful way to move goods around our city. (False)

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we REVIEWED different types of transportation and learned what types of transportation are best for moving goods. I had so much fun playing the Sit or Stand game. As we close, I have a difficult question for you. Are any of the types of transportation on the page good for moving BOTH people and goods? Discuss with your Shoulder Partner.

TEACHER DO: Allow students a moment to share ideas with a partner.

 **STUDENTS DO:** Discuss with **Shoulder Partner**.

Lesson 6 Overview

LEARNING OUTCOMES

Students will:
- Investigate magnetic force.
- Observe how magnets work.
- Analyze how magnets affect transportation of goods.

KEY VOCABULARY

- Investigate
- Magnet
- Compass

MATERIALS

- Boxes, bins, or trays
- Small items that will attract a magnet, such as paperclips, screws, coins or washers (test first)
- Small items that will not attract a magnet, such as rubber balls/toys, leaves, pebbles, sticks
- Magnets, one per group
- Small compass, one per group
- Student book
- Red crayon
- Scissors
- Glue or tape

PREPARATION

Divide sets of small items into a box, bin, or tray for each group. Items can include: paperclip, screw, coin or washer, rubber ball/toy, leaf, pebble, small stick. If any items are not available, substitute with others. The sets should include a mix of items that will and will not be attracted to magnets. If materials are not available for small group investigations, demonstrate the investigation for the class and adjust the lesson below as needed.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **________, will you please come up front and lead our review? Please call on students with their hands raised to tell you something they remember about the last lesson.**

 STUDENTS DO: Raise hands to share something from the previous lesson.

TEACHER SAY: **Yesterday we learned about which types of transportation are best for moving goods from one place or another. Today we are going to learn how magnets can move goods to the stores that sell them. We will start by INVESTIGATING magnets. Does anyone know what the word "INVESTIGATE" means?**

TEACHER DO: Use Calling Sticks to choose two or three students to respond.

 STUDENTS DO: Respond if chosen.

TEACHER SAY: **INVESTIGATE means to discover facts or information by researching or experimenting. We are going to INVESTIGATE magnets so we can learn how they work. Have you ever seen a magnet? What did the magnet do?**

 STUDENTS DO: Share previous experiences with magnets.

Note to Teacher: At this point, do not share the definition of magnets explicitly, and do not provide additional detail beyond what students share. Allow students to learn through discovery via the following investigation. This is the inquiry process and is critical to developing science skills and conceptual understanding.

2. TEACHER SAY: I am going to pass out an investigation box to each group. Inside, you will see a paperclip, a screw, a rubber ball/toy, and a leaf/stick. Each group will also get a magnet.

TEACHER DO: Display each item to students as you say it.



TEACHER SAY: You will see pictures of each of these items in your student book on the page Magnet Investigation. Please turn to the correct page.

Note to Teacher: If you substituted any of the items on the list, pause to adjust the student page before beginning the investigation. Have students draw an X through the item that is not in the sets, and draw in the item that was substituted.

TEACHER DO: Show students correct page in student book.

 **STUDENTS DO:** Open student book to correct page.

 **READ ALOUD: Use your scissors to cut out each item from your investigation box.**

 **STUDENTS DO:** Cut out pictures.

TEACHER SAY: Put those pieces of paper in a neat pile in the corner of your work surface.

 **STUDENTS DO:** Pile cards on work surface.

TEACHER SAY: First, I will pass out your boxes.

TEACHER DO: Pass out one box to each group. Boxes should not contain magnets—pass those out separately after giving instructions. Hold up a magnet.

TEACHER SAY: This is a magnet. We want to find out what happens when we put a magnet near the items in your box. I will pass each group a magnet. Pick up one item from your box and touch it to the magnet. Observe what happens. Then pass the magnet to your partners and give each one of them a chance to pick up an item from the box and touch it to the magnet.

TEACHER DO: Pass out magnets.

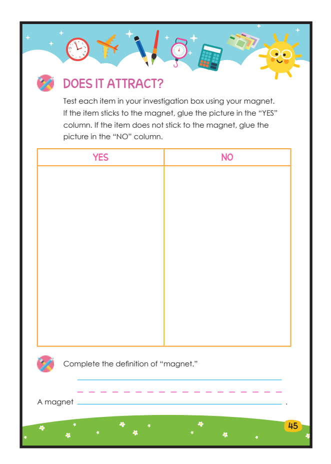
 **STUDENTS DO:** Investigate how the magnet interacts with the items in the box.

TEACHER DO: Circulate around room, providing assistance as needed.

TEACHER SAY: What did we find out? I will use Calling Sticks to select students to answer.

TEACHER DO: Use **Calling Sticks** to select students.

 **STUDENTS DO:** Describe what they observed.



TEACHER SAY: Yes. Some of the items stuck to the magnet. When an object sticks to a magnet we say that item is ATTRACTED to the magnet. Everyone please repeat that word with me: ATTRACT.

 **STUDENTS DO:** Say "attract."

TEACHER SAY: Some of our objects were ATTRACTED to the magnet. Next, please turn the page in your student book to Does It Attract?

 **STUDENTS DO:** Turn to correct page in student book.

 **READ ALOUD: Test each item in your investigation box using your magnet. If the item sticks to the magnet, glue the picture in the "YES" column. If the item does not stick to the magnet, glue the picture in the "NO" column.**

TEACHER SAY: Now, we will test again and then decide if the item is magnetic or not. When I say "Go," each student in your group will get to try to stick the magnet to one item in the box.

After each student's turn, discuss what you observe. Decide which column the picture goes in, and glue the picture onto your chart. Ready? Go.

TEACHER DO: Circulate around room, providing assistance as needed. Remind students to share tasks and glue the pictures into the chart to show what they are learning.



STUDENTS DO: Take turns in group trying to stick magnet to items in box. After each attempt, glue picture in correct column.

TEACHER SAY: **Who would like to tell us one item in the "YES" column?**

TEACHER DO: Choose two students to respond.



STUDENTS DO: Respond if chosen.

TEACHER SAY: **Correct. The paperclip and the screw are in the YES column because they stuck to or were attracted to the magnet. Who can tell us why the rubber ball/toy and the leaf/stick are in the "NO" column?**

TEACHER DO: Choose a student with a hand raised to respond.



STUDENTS DO: Respond if chosen.

TEACHER SAY: **Right. The rubber ball/toy and the leaf/stick are in the "NO" column because they did not attract the magnet. Please put all of your materials back into your investigation boxes so that I can collect them.**

TEACHER DO: Collect investigation boxes.

3. TEACHER SAY: **You worked very hard on this investigation. Let's think about what we learned. What does a magnet ATTRACT?**



STUDENTS DO: Share ideas.

TEACHER SAY: **What else can we learn? Look at your chart. What do the items in the "YES" column have in common? Turn to your Shoulder Partner and talk about it.**

TEACHER DO: Give students a moment to discuss with partners.



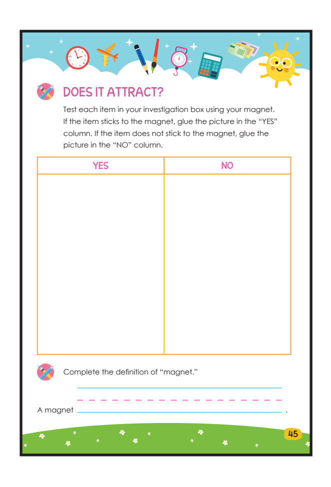
STUDENTS DO: Discuss with **Shoulder Partner**.

TEACHER SAY: **Let's share our ideas with the class.**

TEACHER DO: Use **Calling Sticks** to choose two or three students to share. The desired response is that the items are metal.



STUDENTS DO: Share if chosen.


DOES IT ATTRACT?

Test each item in your investigation box using your magnet. If the item sticks to the magnet, glue the picture in the "YES" column. If the item does not stick to the magnet, glue the picture in the "NO" column.

YES	NO

Complete the definition of "magnet."

A magnet ______________________.

45

TEACHER SAY: **One thing I heard/did not hear is that the items are metal. That is a very good observation and will help us write our definition for the word "magnet." Who can complete the definition? "A magnet ______________."**

TEACHER DO: Select a volunteer to respond.



STUDENTS DO: Respond if chosen.

TEACHER SAY: **Correct. A magnet sticks to metal. Turn back to the page Does It Attract? in your student book.**

Note to Teacher: Modify this definition as appropriate for your students and the investigation. The definition could read "sticks to metal" "attracts metal," "sticks to some metal," or other nuances. The more complex definition of magnets, involving invisible magnetic fields, is not necessary for students at this age.

 STUDENTS DO: Turn back to correct page in student book.

 READ ALOUD: **Complete the definition of magnet.**

 STUDENTS DO: Complete the definition of magnet in student book.

TEACHER SAY: **In the last lesson, we learned about transportation. Businesses rely on transportation to deliver the goods that they sell. Today we have learned a lot about magnets. Our next step is to find out how transportation uses magnets. Before we learn more, let's share some guesses. How do you think magnets might be used in transportation of goods?**

 STUDENTS DO: Share ideas.

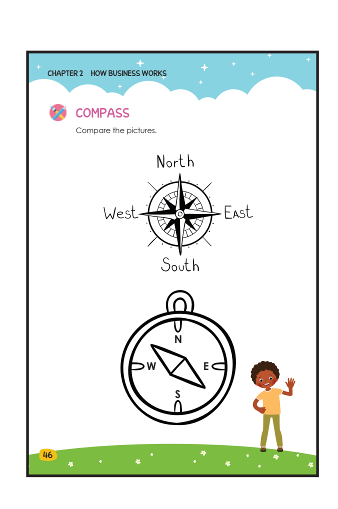
TEACHER DO: This is an extremely advanced question and students are not expected to know the answer. Encourage students to use imagination to answer. Accept all ideas and compliment the students' creativity.

TEACHER SAY: **We have been learning about tools that are used in different jobs. One tool that drivers, pilots, and boat captains use is called a COMPASS. We have heard the word "compass" earlier in the year. Can anyone remember when?**

 STUDENTS DO: Offer ideas of when they have heard the word "compass." (A compass rose on a map.)

TEACHER SAY: **That is right. We used a "compass rose" to figure out which way was north on a map. A compass is very similar. A compass is a tool that helps us know which direction we are going. And that tool has a magnet inside of it. This is a compass.**

TEACHER DO: Display compass for all students to see. Walk around so that students can see the face of the compass.



TEACHER SAY: **Does it look familiar? The inside looks like a compass rose. Turn to the page Compass in your student book.**

 STUDENTS DO: Turn to correct page in student book.

TEACHER SAY: **What is similar about the two pictures on this page? Share with your Shoulder Partner.**

 STUDENTS DO: Share similarities with a **Shoulder Partner**.

TEACHER SAY: **Look at the two pictures again. What is different between the two pictures? What does the compass have that the compass rose does not have?**

TEACHER DO: Choose volunteers until you receive the correct response. There is a bar in the middle of the compass that is not present in a compass rose. Students may say "rectangle," "box," or "hand" (like on a clock) instead of bar.

 STUDENTS DO: Respond if chosen.

TEACHER SAY: **Very good observation. That bar in the middle of the compass is actually a magnet. It has two sides. One side always points north. The other side always points south.**

Note to Teacher: If you have compasses that students can explore in groups, demonstrate how to hold the compass in an open, flat hand (parallel to the ground), and have students turn in different directions while observing the bar. If multiple compasses are not available, call a few students to the front to try the movement and describe what they see. Again, the more complex nature of what makes the magnet point north is not necessary to explain to students at this age.

4. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we INVESTIGATED how the world works by learning about magnets and compasses. We learned that a compass helps us know where north is without a map. We are also learning how businesses work, and how businesses get the goods they sell. How does knowing the four directions help us move goods from one place to another? Turn to your Shoulder Partner and tell him or her why magnets are important for moving goods from place to place.

TEACHER DO: Give students a moment to discuss with partner.

 **STUDENTS DO:** Discuss with **Shoulder Partner**.

TEACHER SAY: Who would like to share their ideas with the class? Raise your hand.

TEACHER DO: Select a few students with hands raised to share ideas.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Let's think about a specific situation. Imagine you are the captain of a cargo ship. There are no easy "maps" of the ocean like we have maps of roads for driving or walking. How would a compass help you? Turn to your Shoulder Partner again to discuss.

 **STUDENTS DO:** Discuss ideas with **Shoulder Partner**.

TEACHER SAY: Yes. Businesses rely on goods being delivered. If you are the captain of a cargo ship full of goods, you need to know if you are going in the correct direction. If you know that you need to head north, south, east, or west, a compass can help get there.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Observe daily movement of the sun in the sky. • Recognize cardinal directions. • Describe how the sun gives light and warmth. • Explain how the weather and environmental conditions affect businesses.	• Shadow • Sunlight • Weather	• Student book • Pencils • Chalk • Cut out of a map of Egypt on a stick • Digital resources related to the movement of the Earth around the sun (optional)



Learn (90 minutes)

Directions

1. Note to Teacher: This lesson requires going outside to observe the sun. If you are unable to go outside, you can supplement the lesson with videos, books, pictures, and demonstrations of the apparent movement of the sun within the classroom.

Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: ________, will you please come up front and lead our review? Please call on students with their hands raised to tell you something they remember about the last lesson.

 **STUDENTS DO:** Raise hands to share something from the previous lesson.

TEACHER SAY: Correct. Yesterday we learned how people use magnets and compasses to transport goods from place to place. Moving goods is important to how many businesses work. Today we will learn more about the sun. Turn to your Shoulder Partner. Why do you think the sun is important for how businesses work?

TEACHER DO: Give students a moment to discuss with partner.

 **STUDENTS DO:** Discuss with partner.

2. TEACHER SAY: We are going to have our class outside today. We are going to line up and walk outside to make some observations about the sun. First, let's remember the rules we follow when we leave our classroom.

TEACHER DO: Use **Calling Sticks** to choose three or four students to provide a behavioral expectation (for example, remain quiet, stay in a straight line, wait for instructions, etc.).

 **STUDENTS DO:** Respond if chosen.

TEACHER SAY: I can tell that you all will behave respectfully while we are out of our classroom. You will need to bring your student book and pencil with you. When I call your row, gather those items and line up quietly.

TEACHER DO: Call students by row to line up to go outside. When all students are lined up, walk outside.

 **STUDENTS DO:** Line up when called with student books and pencils in hand. Walk outside quietly.

3. Note to Teacher: Students will be observing the movement of the sun and tracing shadows. Have an area picked out where they can sit down with student books during instruction and also have space to trace shadows with chalk. If weather does not permit tracing shadows, you can demonstrate the same concept by shining a light above students outside or in the classroom.

TEACHER SAY: **Thank you for walking outside quietly. Take a second to close your eyes and turn your face toward the sun. What do you notice?**

TEACHER DO: Give students a moment to turn face toward sun. Then, choose one or two students to respond before continuing.

 STUDENTS DO: Offer observations.

TEACHER SAY: **One thing I heard/did not hear is that your face feels warm when you look toward the sun. Now, bend down and touch the ground. Does it also feel warm? Show me a Thumbs Up if the ground feels warm to the touch.**

 STUDENTS DO: Touch the ground and show **Thumbs Up**.

TEACHER SAY: **Just like the sun makes your skin feel warm, it also warms the air, the ground, and the water. What do you notice about the air at nighttime?**

TEACHER DO: Choose one or two students to respond before continuing.

 STUDENTS DO: Respond if chosen.

TEACHER SAY: **That is right. Once the sun sets, it cannot warm the air anymore, so it gets cooler. Let's learn more about the the movement of the sun across the sky. Can anyone describe what you already know or have observed about how the sun moves?**

 STUDENTS DO: Share prior knowledge about how the sun moves.

TEACHER SAY: **You may all put your materials down in the sitting area over there. When you return, I will hand you a piece of chalk.**

TEACHER DO: Monitor students storing materials, and give each student a piece of chalk. If you have dirt in your schoolyard, you may instruct students to simply trace by drawing a line in the dirt.

 STUDENTS DO: Store materials as directed.

TEACHER SAY: **Thank you. One way to observe how the sun moves is to observe our shadows. We are going to trace our shadows. Later, we will come back and see if our shadows have moved. First, I need you and your Shoulder Partner to find a space where you will have enough space. Look at your shadow. It should not run into anyone else's shadow. Please take one minute to find a good space.**

TEACHER DO: Monitor students spreading out, providing guidance as needed.

 STUDENTS DO: Find a space with partner.

TEACHER SAY: **Good. Now, we will trace our shadows. One partner should stand up tall with your feet together, like this. Let's all practice.**

TEACHER DO: Demonstrate standing with feet and legs together, hands at sides.

 STUDENTS DO: Stand with feet together, hands at sides.

TEACHER SAY: **Good job. Now, one partner stay where you are. The other partner will trace your shadow. First, draw a line in front of your partner's toes.**

 STUDENTS DO: Draw line in front of partner's toes.

TEACHER SAY: **Good. Next, trace around the edge of your partner's entire shadow.**

TEACHER DO: Circulate around area, providing assistance as needed.

 **STUDENTS DO:** Trace around partner's shadow.

TEACHER SAY: Very good. Now, our standing partners, step aside and look at the outline of your shadow.

TEACHER DO: Repeat process, having students find a new space and switch roles.

4. TEACHER SAY: We will return to our shadows to see how they move when we are done with our lesson. Now, you may sit down with your materials in the area over there.

TEACHER DO: Escort students to area where they can sit and work.

 **STUDENTS DO:** Sit in designated area.

TEACHER SAY: If we are right that the sun moves across the sky, our shadows will also move. But, would you like to know something interesting? The sun is not actually moving across our sky. It just looks like it is moving. Really, it is the Earth that moves around the sun. Let's act this out so we can see it happening. ______ and ______ will you please come stand by me?

TEACHER DO: Choose two students to help you demonstrate the Earth's movement around the sun.

 **STUDENTS DO:** Stand by teacher if chosen.

TEACHER SAY: ______ is going to be the sun, and ______ is going to be the Earth. You will notice that ________, the sun, will not move. But, ______, the Earth, is going to walk around the sun in a giant circle. Let's see.

TEACHER SAY: Assist the two students with moving in the correct pattern.

 **STUDENTS DO:** Move in the correct pattern, depending on role.

TEACHER SAY: Now, ______ is going to hold this cut out of Egypt, so you can see where we are on the Earth.

TEACHER DO: Hand the prop to the student acting as Earth.

 **STUDENTS DO:** Hold prop in front of them.

TEACHER SAY: _______ is going to walk around the sun again, but this time, he/she is always going to face the same direction [choose an object in the area to face]. That might mean that he/she will need to walk backwards, so I will help him/her. Pay attention to whether or not Egypt can see the sun while he/she is moving.

TEACHER DO: Assist student in moving around the sun while always facing the same direction. You may choose to have the student walk around more than once.

 **STUDENTS DO:** Walk around the sun.

TEACHER SAY: Who can tell me what they noticed about Egypt?

TEACHER DO: Choose several students to respond before continuing.

 **STUDENTS DO:** Respond if chosen.

TEACHER SAY: One thing I heard/did not hear is that Egypt did not always see the sun. What is it called when we cannot see the sun?

TEACHER DO: Choose a student to respond.

 **STUDENTS DO:** Respond if chosen.

TEACHER SAY: **Correct. When Egypt cannot see the sun, that is called nighttime. When it is nighttime in Egypt, it is daytime in other parts of the world.**

Note to Teacher: The activity above is designed to confront the misconception that the sun is moving across the sky. Describing the movement of the sun across the sky may be developmentally appropriate for students at this age, but it is important to note that it is the apparent movement of the sun. Because it is actually the Earth that is moving, as we rotate around the sun, students may need additional modeling. You can extend and provide a more nuanced explanation and model using a lamp without the shade (just a lightbulb) in the slightly darkened classroom. Have one student hold the lamp and use a ball to model the Earth. Walk around the student and have students observe that the lit area on the ball changes as the "Earth" rotates. The spinning of the Earth (which will provide the change between day and night) is hard to model, so provide additional models or show a video from the internet/EKB to further clarify.



5. TEACHER SAY: **The Earth moves around the sun, which makes it look to us like the sun is moving. Open your student book to the page How the Sun Moves.**

TEACHER DO: Show students correct page in student book.

 **STUDENTS DO:** Open student book to correct page.

TEACHER SAY: **From what we see on Earth, the sun always rises in the east, and it always sets in the west. If you look at your student book, you will see a child standing in a field waiting for the sun to rise.**

 **READ ALOUD:** **Use your pencil to draw the sun rising.**

TEACHER SAY: **Remember, the sun always rises in the east. Use your compass rose to help.**

TEACHER DO: Circulate around area, providing assistance as needed.

 **STUDENTS DO:** Draw sun on page in the correct place to show a sunrise.

 **READ ALOUD:** **Then, draw an arrow showing the direction the sun will travel throughout the day.**

TEACHER SAY: **Remember, the sun always sets in the west. Use your compass rose to help.**

TEACHER DO: Circulate around area, providing assistance as needed.

 **STUDENTS DO:** Draw arrow on page.

6. TEACHER SAY: **Now that you know how the sun appears to move in the sky, what do you think is going to happen to your shadow when you return to it? Tell your Shoulder Partner what you think.**

TEACHER DO: Give students time to predict with their partner.

 **STUDENTS DO:** Share with partner.

TEACHER SAY: **Well, let's find out. Please stand up quietly and return to your shadow. Bring your chalk.**

 **STUDENTS DO:** Return to shadow.

TEACHER SAY: **We are going to trace our shadows again and see how they have changed. First partner: stand tall with your toes against your line.**

 **STUDENTS DO:** Stand tall with toes against line.

TEACHER SAY: **Good. Now, the second partner will trace. Take your chalk and draw an outline around the entire shadow.**

TEACHER DO: Provide assistance as needed.

 STUDENTS DO: Trace shadow.

TEACHER DO: Repeat with roles switched.

TEACHER SAY: **Now, everyone take a step back from their shadow drawings. Look at them. What do you notice?**

TEACHER DO: Choose several students to share observations before continuing. If insufficient time has passed since the first tracing, you may need to adjust the wording that follows, or repeat this activity with a longer time delay.

 STUDENTS DO: Share if chosen.

TEACHER SAY: **Our shadows moved because the sun's position in the sky changed. So far this year, we have learned that the sun gives us light during the day, but not at night. Let's think about how the sun helps businesses work. Turn to your Shoulder Partner. What businesses can you think of that need sunlight to do their work?**

 STUDENTS DO: Discuss ideas with a **Shoulder Partner**.

Note to Teacher: This is intended to be an open, creative discussion without right or wrong answers. Students are being asked to imagine how our lives and businesses are affected by the sun. Encourage them to make connections without much correction or direction.

TEACHER SAY: **We also know the sun warms the air and the ground. What businesses can you think of that need the sun's warmth?**

 STUDENTS DO: Discuss ideas with a **Shoulder Partner**.

TEACHER SAY: **In the summer, when the sun is high in the sky, it gets very hot. Can you think of any businesses that work best when it is very hot?**

 STUDENTS DO: Discuss ideas with a **Shoulder Partner**.

7. TEACHER SAY: **Great job today. Let's gather up our things to go back inside. Please remember to follow the same rules as when we came out.**

 STUDENTS DO: Retrieve materials and stand in line. Return to classroom quietly.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **You may be seated. We worked very hard in the last three lessons learning about transportation of goods and the sun. Let's think for a minute about one connection between these two things. We know the sun warms the air and the ground. We also know that ice cream is a good that needs to stay cold. Would the middle of a sunny, hot day be a good time to transport ice cream to a store? Whisper yes or no into your hand.**

 STUDENTS DO: **Whisper** yes or no into their hands.

TEACHER SAY: **Turn to your Shoulder Partner and discuss: How can you solve the problem of transporting ice cream during a hot summer?**

TEACHER DO: Give students a moment to discuss with partners.

 STUDENTS DO: Discuss with partner.

TEACHER DO: Use **Calling Sticks** to select a few students to answer the question.

 STUDENTS DO: Answer the question if selected.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Imagine how tourists interact with local businesses. • Discuss the importance of tourists to a local community. • Explain how tourists and goods use different types of transportation.	• Tourist • Transportation	• Board or chart paper • Chalk or markers • Student book • Pencils • Crayons

Note to Teacher: Remind students that tomorrow is the last day to bring in their artwork (postcards, souvenirs, photos, advertisements, newspapers, magazines, etc.) that represents businesses in the community.



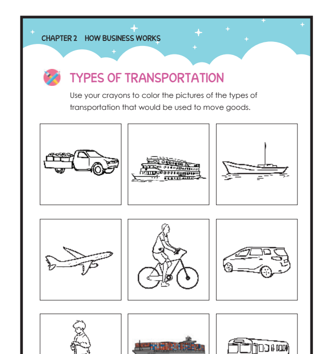
Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: We have learned so much about how the world works. We have also learned a lot about how business works. Let's quickly review. Who remembers a type of transportation that can move goods? _________, will you please come up front and lead our review? Please use Calling Sticks to choose students to answer.

 **STUDENTS DO:** Raise hands to answer the question.



TEACHER SAY: Great job class. Let's open up our student book to the page called Types of Transportation that you have already completed.

 **STUDENTS DO:** Open student books to correct page.

TEACHER SAY: The directions were…

 **READ ALOUD: Use your crayons to color the pictures of the types of transportation that would be used to move goods.**

TEACHER SAY: Let's review which types of transportation were colored in.

TEACHER DO: Use **Calling Sticks** to choose students until all vehicles used for the transportation of goods are correctly identified.

 **STUDENTS DO:** Respond if chosen.

2. TEACHER SAY: Those are the vehicles that transport goods. Now, let's take a closer look at the vehicles we did not color in. What do they transport or deliver from one place to another?

TEACHER DO: Use **Calling Sticks** to choose students, who respond until one student says the correct answer—people.

 **STUDENTS DO:** Respond if chosen.

TEACHER SAY: That is right. These types of transportation carry people from one place to another. Discuss with your Shoulder Partner a location where you would like to go and what mode of transportation you would select to get there.

 STUDENTS DO: Discuss their answer with their **Shoulder Partner**.

TEACHER SAY: Would someone like to share? Please raise your hand.

TEACHER DO: Choose a few students with their hands raised.

 STUDENTS DO: Share where he/she would like to go and what mode of transportation he/she would select to get there.

3. TEACHER SAY: Thank you for sharing. Let's look at the page called Types of Transportation one more time. Do any of these types of transportation carry goods AND people? Think about my question and then Whisper your answer into your hand.

 STUDENTS DO: **Whisper** their answer into their hand.

TEACHER SAY: ___________, what type of transportation can be used for both goods and people?

 STUDENTS DO: Respond to the question.

TEACHER SAY: Yes. An airplane is used to transport both people and goods. We are thankful when airplanes transport goods to us from faraway places. That is one way goods get to us from around the world. It is also nice that they can transport us to faraway places too. Has anyone ever flown in an airplane? Raise your hand.

 STUDENTS DO: Raise hands if they have flown on an airplane.

TEACHER SAY: Briefly please tell us where you have flown to and what you did there.

TEACHER DO: Select students with their hands raised to briefly share their story.

 STUDENTS DO: Briefly share about the experience of flying.

Note to Teacher: If no one has flown in an airplane, describe a hypothetical location and reason someone might fly on an airplane. For example, a person may fly from Egypt to Italy for a vacation or to visit family.

TEACHER SAY: Some transportation can transport both goods and people to faraway places.

4. TEACHER SAY: Airplanes, boats, and trains can all take us long distances—even to new countries. When a person visits another country or a new city for a short time, they are called tourists.

TEACHER DO: Write the word TOURIST on the board.

TEACHER SAY: When I count to three, let's all practice saying the word TOURIST. 1 … 2 … 3.

 STUDENTS DO: Say TOURIST.

TEACHER SAY: Raise your hand if you have ever been a tourist and visited another country, or even another big city in Egypt, for fun.

 STUDENTS DO: Raise hand if they have been a tourist.

TEACHER SAY: Raise your hand if you have ever seen a tourist in our community.

 STUDENTS DO: Raise hand if anyone has ever seen a tourist in their community.

TEACHER SAY: __________, when you saw the tourist, what was he or she doing?

 STUDENTS DO: Answer the question.

5. TEACHER SAY: **Today, we are going to learn about how tourists are important to many businesses. Let's think. If a tourist visits our community for a day, what things might he or she buy? Discuss your answers with your Shoulder Partner.**

 STUDENTS DO: Discuss answers with **Shoulder Partner**.

TEACHER SAY: **What about if he or she visits for a month? Discuss your answers with your Shoulder Partner.**

 STUDENTS DO: Discuss answers with **Shoulder Partner**.

TEACHER SAY: **Let's write down some of the things that a tourist may buy in our community. I will use Calling Sticks to select students to share one of their answers.**

TEACHER DO: Write "TOURISTS BUY…" on the board. Use **Calling Sticks** to select students to answer. Write responses in list under heading.

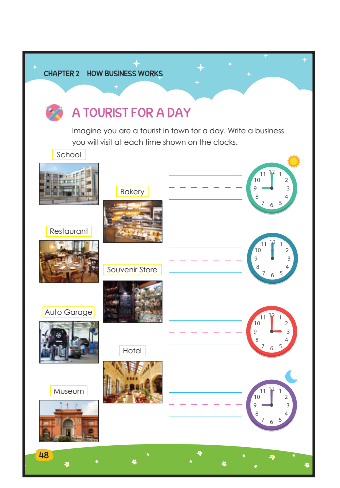
 STUDENTS DO: Answer if selected.

Note to Teacher: If students focus mainly on one thing, such as buying souvenirs, ask them leading questions to see additional things tourists can buy, such as food to eat or an admission ticket to a local landmark.

TEACHER SAY: **What other businesses might a tourist visit?**

TEACHER DO: Prompt students to think about community businesses cut out on the first day of the chapter, or businesses that sell services, such as hotels and restaurants.

 STUDENTS DO: Discuss answers with **Shoulder Partner**.



TEACHER SAY: **Let's capture all the great ideas you have. Turn in your student book to the page A Tourist for a Day.**

 STUDENTS DO: Find the correct page.

 READ ALOUD: **Imagine you are a tourist in town for a day. Write a business you will visit at each time shown on the clocks.**

TEACHER SAY: **Let's start by figuring out what time is on each of the clocks.**

Note to Teacher: Students have been learning about time in math, but it is still a relatively new concept. Provide additional support as needed for your students. You may wish to spend more time on reading the clocks before proceeding with the rest of the activity.

TEACHER DO: Use **Calling Sticks** to choose four students to read the time on the clocks. Ask other students to help if a student is struggling. Prompt students to answer why there is a sun and a moon next to the two clocks showing 9:00.

 STUDENTS DO: Read the clocks on the page.

TEACHER SAY: **Great job telling time. Now, close your eyes and imagine you are a tourist for a day in our community. You have just woken up and are excited about your day. Where will you go first? Share your ideas with a Shoulder Partner. You can pick a business from the pictures on the page or choose another business that you know.**

 STUDENTS DO: Discuss ideas with a **Shoulder Partner**.

TEACHER SAY: **When you have made your choice, write the name of that business next to the first clock that reads 9:00.**

STUDENTS DO: Write the name of the first business they will visit next to the clock showing 9:00 a.m.

TEACHER SAY: Now, work with your Shoulder Partner to decide where you will go at the other three times shown. Look through the list of businesses on the other side of the page for ideas. But be careful. Not all the pictures you see will be visited by a tourist. For example, you go to school every day. Would a tourist in town for one day go to a school?



STUDENTS DO: Answer (probably no).

TEACHER SAY: That is right, schools are used by students and teachers, but probably not tourists. Begin working with your Shoulder Partner to complete the page.



STUDENTS DO: Work with a **Shoulder Partner** to complete the page.

TEACHER SAY: Great job working together today. Let's think. Why might having tourists visit your community be a good thing? Raise your hand if you have an answer.

TEACHER DO: Select students with a hand raised.



STUDENTS DO: Raise hand to share answer.

TEACHER SAY: That is correct. Tourists are important because they buy goods and services from our businesses.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: In addition to buying our community's goods and services, what is another reason tourists are important? Discus your answer with your Shoulder Partner.



STUDENTS DO: Discuss ideas with a **Shoulder Partner**.

TEACHER DO: Using **Calling Sticks**, select students to share answers.



STUDENTS DO: If called on, share answer.

TEACHER SAY: One thing I heard/did not hear is that tourists are important to our community because we can learn about one another. A tourist that visits us will see how we live in Egypt in our community. If we speak to them, we can also learn about how they live in their country or in their city.

Note to Teacher: You will need to have an example of a collage and large drawings of local landmarks ready for the next day's lesson.

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Create a collage that illustrates how a business works. • Describe the importance of human-made aspects in the environment (roads, transportation vehicles, and stores) and commercial jobs in the community. • Illustrate local stores and landmarks that are important to the community.	• Transportation • Collage	• Student book • Pencils • Crayons • Scissors • Glue • Large local landmark outline drawings or coloring pages • Collage example • Collage materials, including images brought in throughout the chapter

PREPARATION

Consolidate all of the postcards, souvenirs, photos, advertisements, newspapers, and magazines the students have brought in during the previous lessons. If students have not brought in many supplies, pictures from the student book or from magazines can be cut out and used for the collage. Make an exemplar collage to show students as a model.

Compile a number of coloring pages or outline drawings of local landmarks for students to color if they finish early. If images to color are not available, have students create a second collage of photos or brochures, or do their best to draw the landmarks themselves. These will be used on the final lesson of the chapter.



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **__________, please come up to the front of the class and lead us in a review of yesterday's lesson. Please start by telling the class something you learned yesterday.**

 STUDENTS DO: Recall something learned yesterday.

TEACHER SAY: **Next, please call on two other students to tell us something they learned yesterday.**

 STUDENTS DO: Call on two classmates. Share something learned in the previous lesson.

TEACHER SAY: **Thank you for the review. Today we will be creating a collage that explains to others how businesses work. Can anyone tell me what a collage is? Raise your hand if you think you know. It is okay if you are not sure and would like to take a guess.**

 STUDENTS DO: Raise hands.

TEACHER DO: Select a few students to guess what a collage is.

TEACHER SAY: A collage is art made by attaching pieces of different materials to a flat surface, like paper. Our collage will be made from all of the images you have been bringing in. Look at all the materials we have collected. Here is an example of a collage that I made.

TEACHER DO: Hold up a collage for the students to see.

TEACHER SAY: What do you notice about the pictures and words in this collage? I will use Calling Sticks to select a few students to answer.

TEACHER DO: Use **Calling Sticks** to select approximately three students.

 **STUDENTS DO:** Describe what they notice about the words and pictures in the collage.

TEACHER SAY: That is right. I have combined many pictures in one place. They are not all in a perfect row. Some pictures are tilted. Some pictures are covering parts of another pictures. Also, the words are on top of pictures. Do you see any white space on the page?

 **STUDENTS DO:** Answer the question (no).

TEACHER SAY: I will now demonstrate how to create a collage.

TEACHER DO: Pick up a magazine and look through it. **Think Aloud** so the students can hear your thoughts. The following discussion is an example—adjust it to fit the materials you have available.

TEACHER SAY: I want to create a collage about delivering goods. I will focus on that when I am looking through my magazine. What types of pictures do you think I can look for to show deliveries?

 **STUDENTS DO:** Offer suggestions.

TEACHER SAY: Those are great ideas. Here is a picture of a road and a picture of a boat. I will cut them out. Here is a picture with a lot of gray space around it. That is the same color as the road, so I will cut that out too. Now, my boat needs to float on something. What does it float on?

 **STUDENTS DO:** Offer ideas (river, ocean, water).

TEACHER SAY: Yes, my boat needs to float on water. I would like to show the ocean on my collage. Here is a picture with a lot of blue. That reminds me of the ocean, so I will cut that out as well.

TEACHER DO: Cut out the pictures.

TEACHER SAY: What do you think I should do next?

 **STUDENTS DO:** Offer suggestions.

TEACHER DO: If students suggest gluing pictures on the paper immediately, ask a follow-up question such as "How do I know where they should go on the page?" Suggest to students that planning where images should go BEFORE gluing them would be wise.

TEACHER SAY: Now, I will arrange my pictures—the ocean on one side, the boat on top, and the road leading down to the edge of the water. When I am happy with the design, I will paste the pictures onto the paper.

TEACHER DO: Arrange pictures, continuing to **Think Aloud**, and paste pictures. Then find a few words that belong on the collage (such as go, deliver, or sail), cut around them, and add them to the collage.

TEACHER SAY: This is a great start. My boat brings goods to the shore, then I have a road to help deliver the goods to the store. Hmmm, what should I put on the road that will transport my goods?

 **STUDENTS DO:** Offer ideas.

2. TEACHER SAY: Now, it is your turn to create a collage that explains what you have learned about how business works. I focused on how goods are moved and delivered, but we learned so much more. Let's make a list of things we can include in our collage. What have we learned about how businesses work?

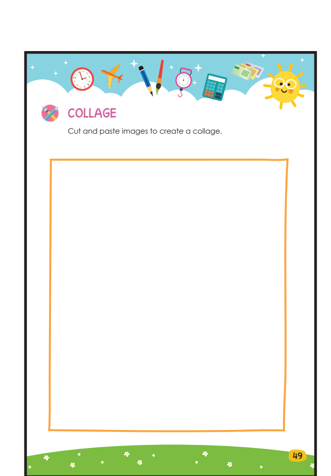
 **STUDENTS DO:** Offer statements about what has been learned in the chapter.

TEACHER DO: Record statements about businesses on the board. Translate student statements as needed to focus on broad topics, such as "businesses need people to work in them" and "different jobs use different tools." Encourage students to look back through the pages of the student book to remember what they have learned.

Note to Teacher: If your students need more structure, create a checklist of images each collage must have, such as: a building, a sign showing what the business is, a worker, a tool used, and at least one mode of transportation. Student artwork in this lesson can be very open ended or may follow a prescribed plan, as suggested below.

TEACHER SAY: This is a great list. Your collage can be a combination of all these things in no particular order. Your collage can also show a scene of work being done at a business you choose. Think silently for a moment about what you want to show.

 **STUDENTS DO:** Think silently about what they want to include in the collage.



TEACHER SAY: Okay, let's get started. Please turn in your student book to the page called Collage.

 **STUDENTS DO:** Open student book to the correct page.

 **READ ALOUD: Cut and paste images to create a collage.**

TEACHER SAY: Your first step is to find the images you want to use. I will place the materials you will need in stations around the room. Each station will have glue, scissors, and a variety of images.

TEACHER DO: Divide up the materials in stations around the room.

Note to Teacher: Your class size will determine the number of stations you create. Four to six students are the ideal number of students per station. The stations can be tables placed around the room, or you can put desks together to form tables. The floor can serve as a work area as well, if needed. Do what makes sense for your specific classroom environment.

TEACHER SAY: I will point to a station and then use Calling Sticks to select students to go to that station. When I call your name, please bring your student book and quietly go to that station.

TEACHER DO: Use **Calling Sticks** to divide the students evenly around the room.

TEACHER SAY: You may work with the students at your table when you have questions or need an idea. You will have _____ minutes to find and cut out the images you want to use. Remember that you are looking for specific images, colors, and words.

 **STUDENTS DO:** Begin working.

TEACHER DO: Circulate around the room, providing assistance as needed.

TEACHER SAY: Now that you are done cutting everything out, put all of the pieces in one center pile. First, Brainstorm about how you will use the items to create a collage, then Turn and Talk with a student at your station and discuss your plan with each other.

 **STUDENTS DO: Brainstorm** and **Turn and Talk** about their plan for the collage.

TEACHER SAY: Your second step is to lay out your photos on the page. Remember, do not glue them down yet so you can still move them around.

 **STUDENTS DO:** Arrange photos on the page.

TEACHER DO: Circulate around the room, providing assistance as needed. Ask students to explain their decision-making for why they placed a photo on a particular part of the page.

TEACHER SAY: You are doing a great job laying out your images. When you are satisfied, your third step is to paste the images on the page.

 **STUDENTS DO:** Paste images onto paper.

TEACHER DO: Circulate around the room, providing assistance as needed.

TEACHER SAY: If you are finished, please raise your hand. I am excited to see your work.

TEACHER DO: If some students finish earlier than others, check their work to see that it was done with care. Invite them to the extra station where you have set up materials to color, draw, or collage images of local landmarks. This will be used in the next day's lesson. Give all students a five-minute warning so that they know that time is almost up.

TEACHER SAY: Thank you for your hard work. Time is up. Please clean up your station.

 **STUDENTS DO:** Clean up stations.

TEACHER SAY: Please return to your seats.

 **STUDENTS DO:** Return to their seats.

3. TEACHER SAY: So that we can share our work with other students in the room, we will use the strategy called Shake It, Share It, High Five. Let's have four students come up to demonstrate.

TEACHER DO: Use **Calling Sticks** to select four students.

TEACHER SAY: _____, please come up with your student books.

 **STUDENTS DO:** Come to the front of the class.

TEACHER SAY: Shake It, Share It, High Five works like this…With your student book in hand, you will walk around the classroom until I say "Stop." Students, please model.

 **STUDENTS DO:** Model teacher directions.

TEACHER SAY: Stop. Wherever you are, you quickly find a nearby student to be your partner and SHAKE hands with that partner.

 **STUDENTS DO:** Model teacher directions.

TEACHER SAY: Next, exchange student books and SHARE your work.

 **STUDENTS DO:** Model teacher directions.

TEACHER SAY: Finally, HIGH FIVE each other.

 **STUDENTS DO:** Model teacher directions.

TEACHER SAY: Then you walk around again and find a new person to Shake It, Share it, High Five. Students, please return to your seats.

 **STUDENTS DO:** Model students return to seats.

TEACHER SAY: Any questions?

 **STUDENTS DO:** Ask any questions to make directions more clear.

TEACHER SAY: You may begin.

TEACHER DO: Watch students and redirect any students who are off task. Give an announcement when time is almost up.

 **STUDENTS DO:** Conduct sharing activity.

TEACHER SAY: Time is up. Please return to your seats.

4. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: You have all done an excellent job creating and sharing your collages. Let's finish with a question to consider. ________, please come up and lead us in a discussion about "What would happen if some of the workers in our community did not exist?"

 **STUDENTS DO:** Call on students to answer. Offer ideas.

TEACHER SAY: Great discussion. Now, let's pretend that there were no more bakers or butchers. What would happen? Talk to your Shoulder Partner about your thoughts.

 **STUDENTS DO:** Discuss with **Shoulder Partner**.

TEACHER SAY: Now, our leader will use Calling Sticks to select two students to share ideas.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: That is right. If we do not have these professions, then the services they provide us would go away. If there is no baker, we would not have bread available to buy. If there was no butcher, there would not be any meat to buy for our meals. We are thankful for the businesses that help our community.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Act as tourists visiting local businesses and landmarks in the community. • Post comments reviewing local businesses and landmarks.	• Tourist • Road • Transportation • Comment	• Student book • Pencils • Scissors • Tape • Large digital image of the view from the cockpit of an airplane (optional).

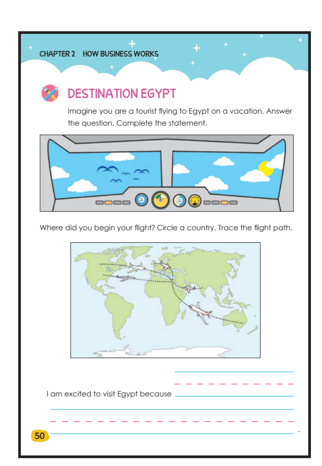
PREPARATION

If possible, set up the classroom (see initial Teacher Do directions below) during a time when the students are not present. It is best for their imagination if they enter the classroom after it has already been transformed. If this is not possible, students may help set up the classroom, and then have them line up outside of the door to start the lesson.



Share (90 minutes)

Directions



CHAPTER 2 HOW BUSINESS WORKS

DESTINATION EGYPT

Imagine you are a tourist flying to Egypt on a vacation. Answer the question. Complete the statement.

Where did you begin your flight? Circle a country. Trace the flight path.

I am excited to visit Egypt because

50

1. Introduction: Today's class will start a bit differently. You may wish to proceed with the steps as outlined below, or you may wish to begin with the usual routine of reflecting on previous learning.

2. TEACHER DO: Display the large chart paper pictures of local businesses and landmarks created earlier in the chapter on the walls around the classroom. At the front of the classroom, display or draw a picture of the view from the cockpit of an airplane (see the image on the student book page called Destination Egypt for a model picture).

TEACHER DO: Meet students at the door and have them form a straight line. Pretend to be a flight attendant welcoming the students into an aircraft.

TEACHER SAY: Hello passengers, on behalf of our captain and the rest of the crew, I would like to welcome you aboard Flight 3427, with nonstop service to Egypt. Please enter the airplane and quietly take your seats.

 **STUDENTS DO:** Enter classroom and take seats.

TEACHER SAY: At this time, please fasten your seatbelts. Secure all baggage underneath your seat or in the overhead compartments. We also ask that your seats and table trays are in the upright and locked position for takeoff. Please turn off all personal electronic devices, including laptops and cell phones.

TEACHER DO: Model pretending to stow luggage and buckle seatbelt.

 **STUDENTS DO:** Pretend to stow luggage and buckle seatbelts.

TEACHER SAY: The airplane is now taking off.

TEACHER DO: Point to the front of the classroom to the image or video of the airplane cockpit.

Note to Teacher: If the technology is available, project a video of the view from the cockpit of a commercial airplane as it takes off.

TEACHER SAY: **Hello passengers, this is your captain speaking. I hope you have enjoyed your flight so far. We are currently cruising at an altitude of 10,000 meters at an airspeed of 650 kilometers per hour. The weather in Egypt is clear and sunny, with a high of 27 degrees Celsius. We will be landing in approximately four hours. Until then, sit back, relax, and enjoy the rest of the flight.**

TEACHER DO: Briefly pause to let students pretend to enjoy the flight.

TEACHER SAY: **Hmm, we will be flying for a while. Let's do some work while we are in the air. Please open up your student book to the page Destination Egypt.**

TEACHER DO: Hold up the student book opened to the correct page.

 STUDENTS DO: Find the correct page in the student book.

 READ ALOUD: **Imagine you are a tourist flying to Egypt on a vacation. Answer the question. Complete the statement.**

TEACHER DO: Read the question on the page aloud to students.

TEACHER SAY: **Let's first decide: "Where did you begin your flight?" Look at all of the airplanes on the map and choose a country. There are no wrong answers. Choose the starting point that is your favorite. Circle the country.**

TEACHER DO: Read the names of the countries shown on the map, and point to each one. You may wish to share a simple fact about each country named to further engage the students. If your students are familiar with any of the countries identified, have them try to say the country names for the class.

 STUDENTS DO: Select a country.

TEACHER SAY: **___________, will you please come up and select three Calling Sticks for me?**

STUDENTS DO: ________ selects three **Calling Sticks**.

TEACHER SAY: **_____________, where did you begin your flight? Why did you choose that country?**

 STUDENTS DO: __________ states his/her answer.

TEACHER DO: Repeat this question for the other two students selected by **Calling Sticks**.

TEACHER SAY: **Now, trace your flight path. Turn to your Shoulder Partner and tell them about your flight path. Do you fly over land or ocean? Is your flight short or long?**

 STUDENTS DO: Discuss flight path with **Shoulder Partner**.

TEACHER DO: Read the statement on the bottom of the page.

TEACHER SAY: **Next, please complete the sentence, "I am excited to visit Egypt because _________."**

 STUDENTS DO: Complete the sentence.

TEACHER SAY: **___________, will you please come up and select three Calling Sticks for me?**

 STUDENTS DO: ________ selects three **Calling Sticks**.

TEACHER SAY: **_____________, can you please share with the class how you decided to finish the statement?**



STUDENTS DO: __________ states their answer.

TEACHER DO: Repeat this question for the other two students selected by **Calling Sticks**.

TEACHER SAY: Great work, everyone. I just received word from the pilot that we are about to land in Egypt. On behalf of the captain and the rest of the crew, we want to thank you for choosing to fly with us. Please remain seated until the aircraft comes to a complete and final stop. We appreciate your business and hope you enjoy your stay here in Egypt.

TEACHER DO: Pretend to unbuckle seat belt.

TEACHER SAY: Flying is fun. Now that we have arrived, it is time to explore. Imagine that we took a bus from the airport and have just arrived in __(your town)_________. You will have ____ minutes to visit each of the businesses and landmarks in our community. Take the time to observe the jobs you see, the goods being sold, and the tools used. Please stand up and explore our community.



STUDENTS DO: Conduct a gallery walk of the businesses and landmarks in the community.

TEACHER DO: Circulate around the room as the students are pretending to be tourists, asking them questions about what they see.

TEACHER SAY: Time is up. Please return to your seats. Raise your hand if you enjoyed your tour of the community.



STUDENTS DO: Raise hands.

TEACHER SAY: Raise your hand if you have ever visited a restaurant and really liked what you ate.



STUDENTS DO: Raise hands.

TEACHER SAY: Raise your hand if you have ever visited a restaurant and really did NOT like what you ate.



STUDENTS DO: Raise hands.

TEACHER SAY: Sometimes after we visit a business we tell others about our experience there—we tell others about it. This helps them decide if they want to try the business too. You can tell others about a business by talking to someone, but you can also use the internet and write a comment online. When you do this, people all around the world can see it and learn from your comments.

TEACHER DO: If the technology is available, project a review of a restaurant at the front of the class. You can also write or read an example of a restaurant review for the students.



TEACHER SAY: Since you have just visited businesses and landmarks in this community, it is your turn to help others by reviewing the places you just visited. Next, please open up your student book to the page Community Tour.



STUDENTS DO: Open student book to correct page.



READ ALOUD: Read the comments below. Then write three more comments. Cut out each box. Place each comment on the business or landmark you think deserves it most.

TEACHER SAY: Let's start by reading the sample comments. I will read each one. Point to it and read with me if you see any words you know.



STUDENTS DO: Point to comments and read along with teacher.



READ ALOUD: Delicious food. Great service. My favorite place. Wonderful store. I love what I bought here.

TEACHER SAY: Some of these comments are specific to a type of business. Would you say "Delicious food" to a bookstore owner? Show me Thumbs Up if you think yes.


STUDENTS DO: Answer (no, do not show **Thumbs Up**).

TEACHER SAY: I will read each comment one more time. As I read, think about the business or landmark you think deserves it most.


STUDENTS DO: Think about which comments they want to give to which business or landmark.

TEACHER SAY: There are three more blank comment boxes for you to add your own comments. Think about what businesses you would like to tell others about. Think about what you want to say. When you are ready, fill in the last three blank boxes.


STUDENTS DO: Fill in the remaining three blank comment boxes.

Note to Teacher: If your students need more support, **Brainstorm** *more comments with students, record the list on the board, and have students choose three to add to the page. You may also choose to create your own comment slips using sticky notes or small pieces of paper.*

TEACHER DO: Circle around the classroom. Provide support if students need help spelling or writing any words.


READ ALOUD: Cut out each box. Place each comment on the business or landmark you think deserves it most.

TEACHER SAY: Right now, I would like everyone to cut out their comment boxes and then wait patiently for my next instructions.

TEACHER DO: Distribute scissors if students do not already have them.


STUDENTS DO: Use scissors to cut out comment boxes.


LETTER HOME

Write a letter to a friend at home. Tell your friend about your vacation. Fill in the blanks to complete the letter.

Dear ________ (name of friend),

We just visited Egypt.
We saw many businesses and landmarks.

My favorite place was ________.

I bought a ________ at a ________ store.

The food was delicious at ________.

Wish you were here too.

Sincerely,
________ (your name)

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3. TEACHER SAY: Half of you are going to place comments around the room while half of you write a letter to a friend. You will tell your friend about the trip you took today. Before we start, let's look at the letter together. Please turn to the next page in your student book called Letter Home.

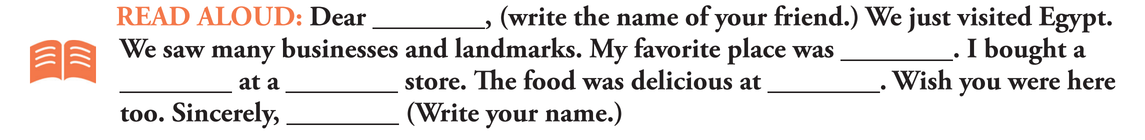

STUDENTS DO: Turn to the next page in the student book.

TEACHER SAY: Let's learn how to complete the page, but do not write down answers until I tell you to do so.


READ ALOUD: Write a letter to a friend at home. Tell your friend about your vacation. Fill in the blanks to complete the letter.

TEACHER SAY: Follow along in your student book as I read the letter. You will be asked to fill in the blanks. As I read the statements, think about what your answers will be, but do not write anything down.

TEACHER DO: Read the letter out loud. Pause to allow students to think about their answers before continuing to read.


READ ALOUD: Dear ________, (write the name of your friend.) We just visited Egypt. We saw many businesses and landmarks. My favorite place was ________. I bought a ________ at a ________ store. The food was delicious at ________. Wish you were here too. Sincerely, ________ (Write your name.)

Note to Teacher: All students are at different reading levels; support students as necessary to achieve this task. If needed, you may read the sentences and have the students say the word they chose for the blank. You may also wish to model one letter as a class before asking students to work independently.

4. TEACHER SAY: Now, when I say "Go," this half of the class will post their comments around our community.

TEACHER DO: Point to half of the class.

TEACHER SAY: The other half of the class will be completing the letter to a friend. Then you will switch.

TEACHER DO: Quickly divide the class into two groups.

TEACHER SAY: Go. (Give additional directions to remind students if needed).

 **STUDENTS DO:** Either post comments or complete sentences.

TEACHER SAY: It is time to switch. Students that were posting comments, please return to your seats and complete your letter. Students that were completing your letter, it is now your turn to post comments.

 **STUDENTS DO:** Either post comments or complete sentences.

TEACHER SAY: All students, please return to your seats.

 **STUDENTS DO:** Return to seats.

TEACHER SAY: Let's see some of the comments you posted.

TEACHER DO: Read a few comments from each location. Look for the comment boxes the students wrote on their own and read them aloud.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.


LETTER HOME
Write a letter to a friend at home. Tell your friend about your vacation. Fill in the blanks to complete the letter.

Dear ______ (name of friend),

We just visited Egypt.
We saw many businesses and landmarks.

My favorite place was ______.

I bought a ______ at a ______ store.

The food was delicious at ______.

Wish you were here too.

Sincerely,
______ (your name)

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TEACHER SAY: Let's end the lesson today by reviewing our experience as tourists. ________, will you pick up your student book and come up to the front of the class? Please read aloud your letter to a friend in the student book on the page called Letter Home, including the portion you wrote.

 **STUDENTS DO:** Read letter.

TEACHER SAY: Thank you, ________. Now, use the Calling Sticks to choose who will come up next and read their letter to a friend.

 **STUDENTS DO:** Select the next student using **Calling Sticks**.

TEACHER SAY: Please read aloud your letter to a friend.

 **STUDENTS DO:** Read letter.

TEACHER DO: Continue this process for as long as desired, depending on the amount of class time remaining.

TEACHER SAY: We have learned so much in this unit about how business works. Businesses are an important part of how the world works. Would anyone like to share with the class something they found interesting about how the world works?

TEACHER DO: Select one student.

 **STUDENTS DO:** Answer question.

TEACHER SAY: Thank you. I wonder what we will learn next about how the world works. Whisper your thoughts into your hand.

 **STUDENTS DO: Whisper** ideas about the next chapter into hands.

PRIMARY 1

Multidisciplinary

HOW THE WORLD WORKS

Chapter 3: Buying, Selling, and Saving

Theme Overview

Buying, Selling, and Saving

COMPONENT	DESCRIPTION	LESSONS
Discover	Students discover the tools and resources used in personal hygiene routines. Students consider water as an important family resource and review the importance of water conservation.	3
Learn	Students learn the concept of buying, selling, and saving related to prior learning about business in the community. Students learn where to buy items and explore behaviors appropriate for a store. Students use money as a resource for obtaining goods and explore the value of the Egyptian pound.	4
Share	Students collaborate to write and perform a play about buying and selling. Students create costumes and props to support the performances.	3

Connection to Issues



Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Life Skills Addressed

Buying, Selling, and Saving

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. • Identify the relationship among different items. • Observation. • Ask questions. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. • Fluency. **Problem Solving:** • Identify the problem. • Collect data. • Suggest solutions to problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Respect for others opinion. • Exchange information. **Productivity:** • Set clear goals. **Decision Making:** • Select the appropriate alternative. **Negotiate:** • Effective listening. • Good inquiry.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Trust others.
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression. • Verbal and non-verbal communication. **Resiliance:** • Adapt and make adjustments to meet challenges.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

Fluency

- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Comprehension: Literature

- Describe characters, settings, and major events in a story, using key details and illustrations.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Identify similarities and differences between characters in a story.

Reading Comprehension: Informational Text

- Follow written instructions.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Language: Vocabulary Acquisition and Use

- Use sentence-level context to determine the meaning of unknown words.

WRITING:

Foundational Skills

- Write two- or three-word sentences (imitating and independently).

Narrative

- Sequence the events in a narrative.
- Add drawings to convey meaning.

Process, Production, and Research

- Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

SPEAKING AND LISTENING:

Foundational Skills

- Use appropriate vocabulary, gestures, facial expressions, and body language for the situation.
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Fluency

- Produce complete sentences when appropriate to task and situation.

MATH:

Measurement and Data

- Identify different units of money, including 1 Egyptian pound, 5 pounds, 10 pounds, 20 pounds, 50 pounds, 100 pounds.

Counting and Cardinality

- Understand the concepts of greater than, less than, and equal to up to 20.
- Compare two numbers between 1 and 20 presented as written numerals.

Operations and Algebraic Thinking

- Add and subtract units of money to 100 Egyptian pounds.

Number and Operations in Base Ten

- Describe the position of objects using ordinal numbers to 10th.

SCIENCES:

Skills and Processes

- Raise questions about the world around them.

Earth and Space

- Describe space/time relations such as up, down, behind, in front of, before, after, during.

SOCIAL STUDIES:

Understanding the World from a Spatial Perspective

- Role play buying and selling goods.
- Explain the connection between commodities and where they are provided/sold.

ART:

Drama—Acting

Defining Acting

- Identify the dimensions of a character using the actor's voice, dress, and actions.

Identifying Narration

- Create theme-related drama.
- Create dialogue using theme-related vocabulary.

ECONOMICS AND APPLIED SCIENCES:

Resources of Individuals and Families

- Identify personal hygiene and grooming tools (e.g., brush, comb, towel, tissue, toothbrush).
- Identify individual and family resources (e.g., water, food, time).

VOCATIONAL FIELDS: COMMERCIAL JOBS

Developing Communication and Social Interaction Skills

- Demonstrate the act of selling and purchasing in role play.

Respecting and Maintaining the Environment and Self

- Work with classmates to maintain the cleanliness of the classroom.

INFORMATION AND COMMUNICATION TECHNOLOGIES:

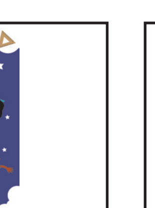
- Use digital technologies (i.e., computer) appropriately to support learning.

CH 3 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Expand definition of resources to include something used to reach a goal. • Act out personal hygiene routines. • Name personal hygiene tools. • Compare concepts of buying, selling, and saving.
2	**DISCOVER: Students will:** • Use previous writing to review learning. • Distinguish between ways to conserve water.
3	**DISCOVER: Students will:** • Recognize food as a family resource. • Review healthy and unhealthy food choices. • Discover guidelines for distinguishing between healthy and unhealthy food. • Create a grocery list for a healthy meal.
4	**LEARN: Students will:** • Match goods to the places where they are sold. • Model appropriate behavior while shopping.
5	**LEARN: Students will:** • Identify main character and setting in a fictional story. • Recall details of a story. • Use ordinal numbers to sequence the events of a story.
6	**LEARN: Students will:** • Explore cost as the amount of money needed to buy a good. • Practice buying goods with 1 LE and 10 LE notes.
7	**LEARN: Students will:** • Use 1 LE and 10 LE notes to count through 50. • Practice the conversation of buying and selling. • Role play buying and selling personal hygiene tools.
8	**SHARE: Students will:** • **Brainstorm** the important details of a play. • Collaborate and write a simple script for a play about buying and selling goods.
9	**SHARE: Students will:** • Practice performing a group play. • Create props and costumes needed for the performance. • Follow space/time relational directions such as up, down, behind, in front of, before, after, and during.
10	**SHARE: Students will:** • Work with classmates to keep environment clean. • Demonstrate respect for others' performances. • Perform buying and selling plays.

Materials Used

Student book



Pencils

Crayons



Scissors



Blackboard or chart paper



Chalk or markers for board



Glue or tape

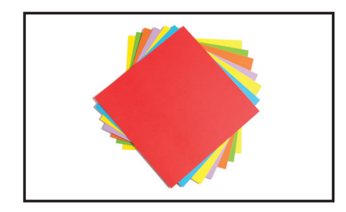


Egyptian play money 1LE and 10 LE notes





Construction paper (assorted colors)



Costumes and props if available

Cleaning task cards



Pictures of businesses and stores



Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Expand definition of resources to include something used to reach a goal. • Act out personal hygiene routines. • Name personal hygiene tools. • Compare concepts of buying, selling, and saving.	• Resources • Personal hygiene • Diet • Healthy food	• Student book • Pencils • Chart paper • Markers • Crayons



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

This is a time to excite your students about the chapter. Tell students they are beginning a chapter of study called "Buying, Selling, and Saving."

TEACHER SAY: Let's begin today by thinking about our last chapter, "How Business Works." I will use Calling Sticks to choose a student leader to lead our discussion. Our question is: What is something special you learned about business in our community?



STUDENTS DO: Use **Calling Sticks** to share ideas about what was learned in the last chapter.

TEACHER SAY: You remembered a lot. Thank you, ___________, for leading our discussion. You have all learned about business in our community. Our new chapter is called "Buying, Selling, and Saving." How do buying, selling, and saving connect to businesses in our community?



STUDENTS DO: Share opinions.

2. TEACHER SAY: Yes. We buy goods that businesses sell. In this chapter, we are going to learn more about buying and selling goods. Before we start, let's review one other idea we learned a couple of chapters ago. We learned the word RESOURCE. Talk to your Shoulder Partner: What are resources?



STUDENTS DO: Explain resources with **Shoulder Partner**.

TEACHER DO: Listen to students' understanding. Use student ideas to guide further discussion.

TEACHER SAY: Let's share our ideas with the whole class.

TEACHER DO: Use **Calling Sticks** to choose a few students to respond.



STUDENTS DO: Explain meaning of resources.

TEACHER SAY: What a good conversation. Today we are going to add to our definition of resources. A resource is a material used to make something else. A resource is also a material used to reach a goal. Please repeat that after me. A resource is a material used to reach a goal.

TEACHER DO: Write the new definition on a section of the board where it can be referenced in further lessons.

STUDENTS DO: Repeat the word and definition.

3. TEACHER SAY: We use resources every day. We use them so often, sometimes we forget to notice. As I listened to you, I started thinking about resources we use. In the morning, we need to get ready for the day. Let's think through what we do to get ready. Who would like to share something you do every morning?

 **STUDENTS DO:** Share parts of a morning routine.

TEACHER SAY: We have regular routines we do each day to stay clean and healthy. You have already named some. Everyone, show the class (act out) something you do to stay clean.

 **STUDENTS DO:** Act out brushing teeth, combing hair, etc.

TEACHER DO: Watch students as they model behavior. Create a **T-chart** on the board or chart paper. Label one side "Personal Hygiene Routine" and the other side "Tools."

TEACHER SAY: We have a special name for how we stay clean. It is personal hygiene. Personal hygiene is what we do to stay clean and healthy. Can we say those words and definition together? Personal hygiene is what we do to stay clean and healthy.

 **STUDENTS DO:** Repeat the word and definition.

TEACHER DO: Add definition to board under the new definition for resources.

TEACHER SAY: Excellent. We call these our personal hygiene routines. I have made a chart to help us think about our personal hygiene routines.

TEACHER DO: Show students the chart and read each heading, pointing to the words.

 **STUDENTS DO:** Read along with teacher.

TEACHER SAY: Let's act out the routines again, one at time. As we act out a routine, we will think about the tools we use to stay clean and healthy. I will add the tools we name to the chart. Let's start with the first routine, brushing teeth.

TEACHER DO: Allow students time to act out the personal hygiene routine. Write "brush teeth" on chart under "Personal Hygiene Routine."

 **STUDENTS DO:** Act out brushing teeth.

TEACHER SAY: What tools do we use to brush our teeth? Please raise your hand to answer.

 **STUDENTS DO:** Raise hands to answer.

TEACHER DO: Add correct responses to chart under "Tools."

TEACHER SAY: Let's act out another routine. When I call on students, please come to the front and lead your personal hygiene routine as other students follow along.

TEACHER DO: Continue to call on students, allowing time to act out various personal hygiene routines (examples: taking bath, washing hands, brushing hair). Add routine and tools to the **T-chart**.

 **STUDENTS DO:** Act out personal hygiene routines and name tools.

TEACHER SAY: We do many things to stay clean. Let's read our chart together. Read the words as I point to them.

TEACHER DO: Point to each word and read aloud.

 **STUDENTS DO:** Read along with teacher.



4. TEACHER SAY: Nice reading. Our chart will help with the next activity. Open your student book to the page Personal Hygiene.

Look over the page. What do you notice? Look at the pictures and the words. Which words do you already know?

 **STUDENTS DO:** Find the correct page and review it to identify familiar words and pictures.

TEACHER SAY: Let's read the directions. Follow along as I read.

 **READ ALOUD: Look at the pictures. Use the Word Bank to write the names of the tools used on the lines. Some answers may be used more than once.**

 **STUDENTS DO:** Follow along with teacher.

TEACHER SAY: Is there anyone who would like to read one of the words in the Word Bank?

 **STUDENTS DO:** Raise hands.

TEACHER DO: Choose students to read. If no one volunteers or if you feel this is too difficult for your students, move to the next direction.

TEACHER SAY: Listen carefully as I read the words in the Word Bank. Point to each word as I read it.

TEACHER DO: Read aloud and point to each word in the Word Bank.

 **STUDENTS DO:** Point to each word as it is read aloud.

TEACHER SAY: Now, it is time to begin working. The direction is: Use the Word Bank to write the names of two tools on the lines. Remember, you can use the chart we made if you need help.

 **STUDENTS DO:** Label tools in student book.

TEACHER DO: Circulate around the room. Provide assistance if necessary. If students are struggling, you may wish to go over one example as an entire class.

TEACHER SAY: When you are finished naming the tools, share your answers with a Shoulder Partner. Remember, some of these routines use more than two tools, so your answers might be different. Explain your thinking, and see if your partner agrees.

 **STUDENTS DO:** Share answers with a **Shoulder Partner**.

5. TEACHER SAY: Hmmm. As I look over our routines, I think there is something missing from our Word Bank. Can anyone think of something else that many of these routines use? I will give you a hint: It is a resource, not a tool.

 **STUDENTS DO:** Share ideas (correct answer is water).

TEACHER SAY: Yes, water is a resource used for many of these routines. Water is a resource that helps us meet the goal of staying clean and healthy. We use water in many ways. Tell your Shoulder Partner how water is used to be clean.

 **STUDENTS DO:** Discuss brushing teeth, washing, etc.

TEACHER SAY: Let's add water to our pictures so we do not forget it. Draw a drop of water next to every routine that uses water.

TEACHER DO: Draw a drop of water on the board so students can copy it.

 **STUDENTS DO:** Draw drops of water next to hygiene routines that use water.

TEACHER SAY: You worked very hard today. Please put your student books away and get ready for our closing.

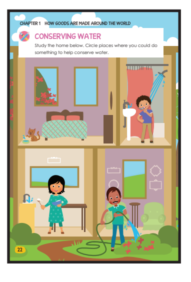
STUDENTS DO: Clean area and be seated.

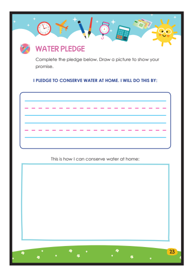
6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: We use a lot of water to stay clean. Water is a natural resource we need to care for. That means we should not waste it. Talk with your Shoulder Partner. Share an idea about how you can avoid wasting water at home today.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Use previous writing to review learning. • Distinguish between ways to conserve water.	• Conserve • Pledge	• Chart paper • Markers • Student book • Pencils • Crayons





PREPARATION

Locate the pages Conserving Water and Water Pledge in the first chapter of the term (How Goods Are Made Around the World). Students will return to these pages in today's lesson to review previous learning.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: At the end of the day yesterday, I asked how you could avoid wasting water. Who thought of at least one way you could save water at home?

 **STUDENTS DO:** Raise hands.

TEACHER SAY: If you would like to share your idea for saving water, raise your hand.

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: Thank you for sharing. When we were learning about personal hygiene, we said that water is an important resource. You also know a lot about water from our work earlier this year. What can you tell us about water?

 **STUDENTS DO:** Share ideas.

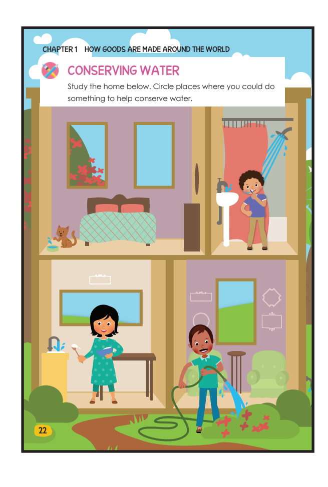
2. TEACHER SAY: It is good to hear your ideas. We talked about conserving water and we even made a Water Pledge. Let's use some Think Time. What do you remember about conserving water?

 **STUDENTS DO:** Use **Think Time**.

TEACHER SAY: Raise your hand if you can share something you remember.

 **STUDENTS DO:** Respond with ideas.

TEACHER SAY: Let's take out your student books. We will find the pages in our book to help us remember.



TEACHER DO: Guide students to the page Conserving Water in Chapter 1 of "How the World Works."

 **STUDENTS DO:** Help each other find the page.

TEACHER SAY: Do you remember the picture on this page? The title of the page is Conserving Water. What did we learn on this page? Talk with your Shoulder Partner.

 **STUDENTS DO:** Share learning.

TEACHER DO: Walk around the classroom, helping students use the pictures and words to remember. Guide them to think about the meaning of conservation.

TEACHER SAY: On this page you circled parts of the pictures. You were looking at how to conserve water. Look at the work you did on this page. Tell your Shoulder Partner what it means to CONSERVE water.

 **STUDENTS DO:** Discuss with partner.

TEACHER SAY: Now that you have had some time to look at your work, you will join another group. Hands Up, Pair Up as a pair to find another pair of students to work with.

 **STUDENTS DO:** Pair up with one other group of **Shoulder Partners**.

TEACHER SAY: I will ask you some questions to discuss. Remember to take turns and listen to each other's ideas. What does it mean to CONSERVE water?

 **STUDENTS DO:** Discuss conserving water.

TEACHER DO: Listen as students talk. Clarify any misconceptions as a whole group.

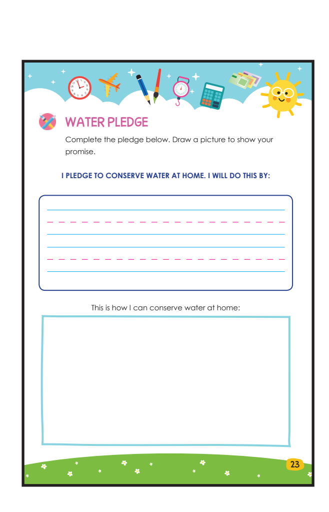
TEACHER SAY: Let's have two groups share your thinking. What does it mean to conserve water?

 **STUDENTS DO:** Share as group.

TEACHER SAY: Now look back in your student book. What are some ideas you see for conserving water? Talk with your group.

 **STUDENTS DO:** Talk about ways to conserve.

TEACHER DO: Listen as students discuss. Clarify any misconceptions as a whole group.



3. TEACHER SAY: Let's look back at the next page in your student book from the first Chapter of this term, the page Water Pledge.

 **STUDENTS DO:** Turn to next page.

TEACHER DO: Direct to correct page as needed.

TEACHER SAY: Do you remember this page? Read the words on the page. What did you write? Take time to read to yourself first.

 **STUDENTS DO:** Read independently or with help as needed.

TEACHER DO: Walk around helping students as needed.

TEACHER SAY: Who can remind us what a pledge is?

 **STUDENTS DO:** Raise hands to respond.

TEACHER DO: Take multiple answers. If students do not remember, tell them what a pledge is.

TEACHER SAY: A pledge is a promise to do something. Read your pledges to the other students in your group. Listen carefully to each other as you speak.



STUDENTS DO: Read and listen.

TEACHER DO: Walk around and help as needed.

TEACHER SAY: Thank your group for working with you today and return to your seats.



STUDENTS DO: Say thank you and return to seats.

TEACHER SAY: Sometimes we write a pledge and then forget about it after a few weeks. Is there anyone who has followed the pledge since you wrote it?



STUDENTS DO: Raise hands if applicable.

TEACHER DO: Most students will not have followed through on the pledge. Move on to discuss why conserving is important. Children at this age may not follow through, but you can remind students to reflect on the ideas of the pledge.

TEACHER SAY: Yes, water is an important resource that we use every day. Who can tell us why it is important to save water?



STUDENTS DO: Raise hands and respond.

TEACHER DO: Encourage a conversation about the importance of water.

Note to Teacher: The concept of a water crisis, or the possibility that some places on Earth could run out of fresh water, is likely too scary for students of this age. Limit this conversation to ideas of fairness like "if we spill someone's water on the ground, they can't drink it… and if we waste water by letting it run when we are not using it, no one else can use that water." If your students have personally experienced a drought or other water restrictions, you can explain that "we should use only what we need so that we have enough later."

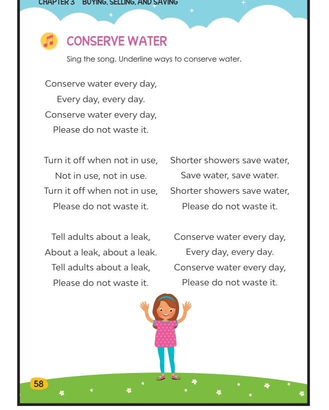
4. TEACHER SAY: Very good. We can conserve water during our personal hygiene routines. Whisper to your Shoulder Partner one way to save water during a personal hygiene routine.



STUDENTS DO: Whisper to partner.

TEACHER SAY: I am happy to hear you know ways to conserve water. I know you all enjoy singing, so we have a song that can help us remember ways.

TEACHER DO: Make sure students have student books, pencils, and crayons. If possible, display a large version of the page Conserve Water.



TEACHER SAY: Open your student books to the page Conserve Water. Let's read the directions first.



READ ALOUD: Sing the song. Underline ways to conserve water.



STUDENTS DO: Turn to correct page in student book and read along.

TEACHER SAY: I will read the first verse of the song. Point to each word as I read.

TEACHER DO: Read the first verse aloud, pointing to each word.



STUDENTS DO: Point to each word as it is read aloud.

TEACHER SAY: Now I will sing the first verse. If you think you know the words, Whisper along with me.



STUDENTS DO: Follow along with verse one.

TEACHER SAY: Now let's all sing together.



STUDENTS DO: Sing the song with the teacher.

TEACHER SAY: How can we conserve water? What does this verse tell us to do?

 **STUDENTS DO:** Say conserve water every day.

TEACHER SAY: Yes. This verse says to conserve water every day. That means we should conserve water all the time. Let's underline the words "every day."

TEACHER DO: Model underlining the words "every day."

 **STUDENTS DO:** Underline the words "every day."

Note to Teacher: Your students may or may not be able to read the words to the song on their own. Adapt this part of the lesson to meet the needs of your students. If all students can read the words, read the entire song and then break down into verses. If students are not prepared to read the words, guide verse by verse, reading, pointing to each word, then singing.

TEACHER SAY: Now, I will read the second verse. While I read, listen for a way to conserve water. Be sure to follow along as I read.

 **STUDENTS DO:** Read with teacher as much as possible.

TEACHER SAY: Yesterday, we acted out brushing our teeth. I wonder how many of us turned the water off in our pretend routine? Let's practice that now. Let's wet our toothbrush, then turn the water OFF. Then add toothpaste… brush our teeth… THEN turn the water back on to rinse.

TEACHER DO: Mimic the movements as you narrate them.

 **STUDENTS DO:** Act out brushing teeth, adding a movement for turning water off before brushing.

TEACHER DO: Continue to read and then sing one verse at a time. Have students identify and underline a way to conserve water.

 **STUDENTS DO:** Sing one verse at a time. Identify and underline a way to conserve water.

TEACHER SAY: Let's ask student leaders to guide us in singing the song. How many verses are in the song? We will have a different student lead each verse.

 **STUDENTS DO:** Say five; volunteer to lead song. All five students stand in front to lead.

TEACHER DO: Choose five students, telling each student which verse to lead.

 **STUDENTS DO:** Sing song.

TEACHER DO: Guide and repeat as needed.

TEACHER SAY: That song was helpful. You have remembered many ways to conserve water. Water is important because it helps us stay healthy. Let's clean up our area so we can have our closing discussion.

 **STUDENTS DO:** Clean area.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we remembered ways to conserve water. Tomorrow we will talk about another important resource. Let's finish today by singing our song one more time. Then we will remember to conserve water at home today.

 **STUDENTS DO:** Sing song.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Recognize food as a family resource. • Review healthy and unhealthy food choices. • Discover guidelines for distinguishing between healthy and unhealthy food. • Create a grocery list for a healthy meal.	• Healthy • Unhealthy	• Student book • Pencils • Crayons • Chart paper or board • Markers or chalk



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Yesterday we talked about a resource that is important to our family. Can I have a student leader join me to lead our review?**

TEACHER DO: Choose a student to help lead. Prompt the student to ask the class: "What resource did we discover? How do we use this resource?"



STUDENTS DO: Lead the review, using Calling Sticks or calling on students with raised hands to answer the questions.

TEACHER SAY: **Thank you, __________, for leading our review. Today we are going to discuss another resource that is important to our families. Who remembers our new definition for the word RESOURCE?**



STUDENTS DO: Share definition.

TEACHER DO: Refer to the definition in the corner of the board if it is still available.

2. TEACHER SAY: **Good remembering. A resource is a material used to reach a goal. I will describe today's new resource. See if you can guess what it is:**
I use this resource multiple times a day.
I use this resource at home and school.
The goal this resource helps me reach is: STAYING HEALTHY.
I usually sit down when using this resource.
I use my senses of smell and TASTE with this resource.



STUDENTS DO: Share guesses.

TEACHER SAY: **Those are good guesses. The resource is food. Food is a resource we use to stay healthy. We have already learned a lot about food this year. Turn to your Shoulder Partner. Share two things you remember about food.**



STUDENTS DO: Share two statements they remember about food.

TEACHER SAY: **I have an important question for you. Think to yourself first. We use food to stay healthy. Does all food help us stay healthy? Think quietly first.**

TEACHER DO: Provide **Think Time**.

TEACHER SAY: Now, discuss your ideas with your Shoulder Partner. Does all food help us stay healthy?

 **STUDENTS DO:** Discuss ideas.

TEACHER SAY: Show me a Thumbs Up if you think ALL food helps us stay healthy.

TEACHER DO: Call on one or two students with **Thumbs Up** to explain their answers. Also call on one or two students who did not show **Thumbs Up** to explain their thinking.

TEACHER SAY: This is an interesting question. All food can give us energy, but not all food is good for our bodies. We need to eat HEALTHY foods to reach the goal of staying healthy. Can you repeat after me? We need to eat healthy foods to stay healthy.

 **STUDENTS DO:** Repeat the sentence.

TEACHER SAY: We have talked about healthy and unhealthy food choices before. Who remembers which is the healthy option for a snack: fruit or candy? Let's vote: stand up if you think candy is healthier.

 **STUDENTS DO:** Stand or stay seated to answer.

TEACHER SAY: Okay, sit down. Now, stand up if you think fruit is a healthier snack.

 **STUDENTS DO:** Stand or stay seated to answer.

TEACHER SAY: If you are standing, you are right. Fruit is healthy for us. It is okay to eat some candy, but fruit is a healthier snack than candy. We should eat healthy food every day. How often do you think we should eat food that is not healthy?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Those are some good suggestions. We should eat healthy food every day. How often should we eat healthy food?

 **STUDENTS DO:** Answer, every day.



3. TEACHER SAY: That is right. Let's see what else you already know about healthy eating. Turn to the page Daily Diet in your student books.

TEACHER DO: Pass out student books and show students the correct page.

TEACHER SAY: What do you see on this page?

 **STUDENTS DO:** Make observations; name foods on the page.

TEACHER SAY: Let's see if you can tell the difference between healthy food and unhealthy food.

 **READ ALOUD: Circle the healthy foods we can eat every day.**

TEACHER SAY: Work on your own first. Consider each food you see. If it is healthy, circle it using a pencil.

 **STUDENTS DO:** Work independently to circle healthy food options.

Note to Teacher: At this point in the year, students have not yet learned what defines healthy and unhealthy foods. This activity allows them to use their instincts and prior knowledge to explore the concepts of healthy and unhealthy. Encourage paired and whole-class conversation, including asking students to provide reasoning for their answers. Ask "Why do you think…?" and "How do you know…?" after students offer opinions.

TEACHER SAY: Now, share your choices with your Shoulder Partner. If you disagree on any answers, explain your thinking. See if you can come to an agreement.

 **STUDENTS DO:** Share and discuss answers with **Shoulder Partner**. Change answers as needed.

TEACHER DO: Circulate as students share, listening for gaps in understanding. If there are a lot of disagreements, walk through each food item one at a time so that the class can vote, and discuss the reasons WHY each item is healthy or unhealthy. If you notice there are misconceptions about what foods are healthy and unhealthy, remind students of previous learning and provide examples that are not shown on the student page.

TEACHER SAY: You have done a great job identifying the healthy foods on the page. Now, with your Shoulder Partner, take a look at the foods you have circled. How are they similar? How are the foods you did not circle different from the healthy foods?

 **STUDENTS DO:** Discuss patterns with a **Shoulder Partner**.

TEACHER DO: Listen for students applying prior learning, such as many of the healthy foods are plants, are grown by farmers, are living, or are natural. As you hear these and other words, record a list somewhere students can see it.

TEACHER SAY: Let's see if we can capture what you have discovered today. While you were talking, I was writing down what I heard. I heard students say that many of the healthy foods are __________ (read from the list of responses you recorded).

 **READ ALOUD: Complete the sentence.**

TEACHER SAY: The sentence at the bottom says: "[blank] foods are healthy foods." Choose one of the words on our list to complete the sentence.

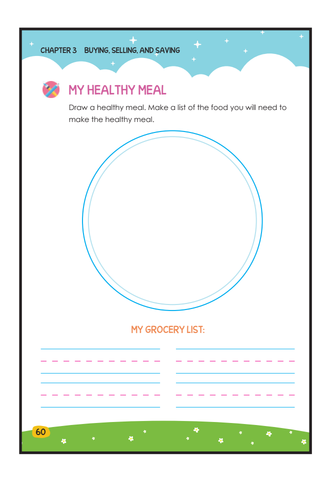
 **STUDENTS DO:** Complete the sentence using a word recorded from student conversations.

TEACHER SAY: Nice job. You have discovered something that many healthy foods have in common. Turn to your Shoulder Partner and share your sentence.

 **STUDENTS DO:** Read sentences to a **Shoulder Partner**.

4. TEACHER SAY: You have been working hard today. We have one more task to get ready for tomorrow. Let's pretend. Imagine you have been put in charge of dinner tomorrow night. Close your eyes and picture your favorite meal.

Note to Teacher: This conversation and student page focus on dinner to make the activity tangible for students and to focus their imagination on one meal so that they can apply the concept of healthy food to a specific situation. To extend student learning, consider expanding classroom conversation to include examples of healthy breakfasts and lunches as well. Within this extended conversation, reviewing the time each meal is typically eaten is also an opportunity to integrate math skills."



 **STUDENTS DO:** Close eyes to imagine favorite dinner.

TEACHER SAY: You get to decide what your whole family will eat. The only rule is that dinner has to be healthy. Turn to the page My Healthy Meal in your student books. Today we are only going to follow the first direction.

 **READ ALOUD: Draw a healthy meal.**

TEACHER SAY: You can use the pictures on the previous page if you need help. You can also ask a neighbor for help if you do not know how to draw something.

 **STUDENTS DO:** Draw a healthy meal they want to serve.

TEACHER DO: Walk around the classroom asking students to describe what they are drawing and explain why it is considered healthy.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today you shared what you already know. You also discovered new things. Turn to your Shoulder Partner and share the meal you drew. Explain how your meal is healthy. Look back at the sentence you wrote on the previous page for ideas.

 **STUDENTS DO:** Share meals and explain why the meal is healthy.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Match goods to the places where they are sold. • Model appropriate behavior while shopping.	• Behavior • Shopping list	• Student books • Pencils • Crayons • Chart paper • Markers



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.



TEACHER SAY: **At the end of yesterday's lesson, we imagined a healthy meal you would serve to your family. For our opening review today, we are going to work with a Shoulder Partner. Open your student books to the page My Healthy Meal, and name four things you drew on the plate.**

 STUDENTS DO: Name items drawn on the plate.

TEACHER SAY: **If we were really going to make a meal for our families tonight, we would need to go get the food we drew. Where could we go to buy the food we need?**

 STUDENTS DO: Share ideas (expected answer: market, grocery store; possibly bakery, butcher, and other such stores).

TEACHER SAY: **Let's pretend we are going to go shopping after school. We will buy the food we need for tonight's meal. How can we remember everything we need?**

 STUDENTS DO: Share ideas.

TEACHER SAY: **When I go to the grocery store, I always make a list. My list reminds me of what I need. Let's make a shopping list for our special dinners. The second direction on the page is:**

 READ ALOUD: **Make a list of the food you will need to make the healthy meal.**

TEACHER SAY: **Do your best to write the words for your list. If you need help, raise your hand. Tell me the word you need spelled, and I will write it on the board. If someone else needs that same word, they will be able to see it as well.**

 STUDENTS DO: List the items needed for the healthy meal.

TEACHER DO: Walk around the room to assist students in identifying the food needed for the meals. As students have questions about certain words, write the unfamiliar words on the board in a list and have the whole class repeat the most recent word as it is added.

2. TEACHER SAY: **Wonderful. We have the list we need for the grocery store (or market). Today we are going to learn about different types of stores. Let's start by looking around the class-room. We will make another list, all together. Let's pretend we are getting ready for the first day of school. What items do you see that we might put on a shopping list?**

 **STUDENTS DO:** Look around classroom and give ideas such as pencils, markers, crayons, glue, and books.

TEACHER DO: Record student answers on the board, pausing after four or five answers are given.

TEACHER SAY: This is a good list. What store do we need to visit to find these items? Talk with your Shoulder Partner.

 **STUDENTS DO:** Share ideas of types of stores.

TEACHER SAY: Let's have a student leader choose three students using Calling Sticks. __________, will you lead this discussion? We want to name an item in the classroom and discuss where we can go to buy it.

 **STUDENTS DO:** Lead discussion, choose students to share ideas.

TEACHER DO: Add new items to the shopping list as they are suggested.

3. TEACHER SAY: Those are good examples. Let's practice some more. I will put you in small groups. Go to the area of the room where I direct you.

TEACHER DO: Divide students into groups (around six students). Students will sit in a circle to play a word game.

 **STUDENTS DO:** Join appropriate group.

TEACHER SAY: We will play a game. You will start with the oldest student in your group. That student will say, "I want to buy _______. Where can I buy it?"

Let's practice that all together using the word "pencil."

 **STUDENTS DO:** Repeat in unison, "I want to buy a pencil. Where can I buy it?"

TEACHER SAY: Nicely done. Then the student to the left will respond, "You can buy the __________ at the __________ store." Let's all try that.

 **STUDENTS DO:** Repeat in unison, "You can buy the pencil at the __(appropriate)__ store."

Note to Teacher: Types of stores will be discussed later in this lesson. For now, listen to student responses as a preassessment of prior knowledge. Allow students to name specific stores in the community or a type of store for this exercise.

TEACHER DO: Walk around and listen to students' ideas, clarifying any misconceptions.

 **STUDENTS DO:** Play game.

TEACHER SAY: Thank you. Let's return to your seats and take out your student books and pencils. We will show what we know in our student books.



4. TEACHER DO: Make sure students have student books and pencils.

TEACHER SAY: Open your student book to the page Going Shopping.

TEACHER SAY: First, let's look at the pictures and words. Whisper the words you know.

 **STUDENTS DO:** Find correct page in student book, look at pictures, and whisper familiar words.

TEACHER DO: Listen to students to informally assess.

TEACHER SAY: Very good. Let's read the directions together. Follow along as I read.



READ ALOUD: Read the shopping list. Look at the stores. Match the shopping list item with the store where it is sold.

TEACHER SAY: Who can tell us what we are supposed to do?

 **STUDENTS DO:** Repeat or summarize the directions.

TEACHER SAY: Good. Let's continue reading.



READ ALOUD: Nadia and her mother are tourists in a new town. Nadia lost one of her bags. They need to replace the items on the list below. They are also hungry. Which stores should they visit?

TEACHER SAY: Let's read Nadia's list. Point to each item on the shopping list as I read it aloud.

TEACHER DO: Read the shopping list items.

 **STUDENTS DO:** Point to each shopping list item.

TEACHER SAY: Now let's look at the different stores. Hold up your books and point to the store as I read the name.

TEACHER DO: Read the name of a store. Look around to see if most students are pointing to the right store; correct misconceptions when needed. Continue until each store has been identified.

 **STUDENTS DO:** Point to the store named by the teacher.

TEACHER SAY: Now, it is your turn. Match the shopping list item with the store where it is sold. Draw a line from the item to the store. If you need help, work with your Shoulder Partner.

 **STUDENTS DO:** Complete student book page Going Shopping.

Note to Teacher: If your students need more support, read the name of each item on the list one at a time, providing time for students to draw the match. Then move on to the next item.

TEACHER DO: Circulate around the room. Provide assistance as necessary. Some items may be sold at multiple stores. As long as students can provide reasoning, they can draw lines from one item to multiple stores. If you see evidence of many students making errors, walk through the matches one by one as a whole class so that students can correct answers. Ask students to provide answers and reasoning throughout to ensure that the conversation can address any misunderstandings.

TEACHER SAY: Thank you for working together so well. You helped Nadia and her mom figure out which stores to visit to get the goods on their list. We will learn more about Nadia's shopping trip tomorrow. We do not need our student books anymore today. Please put them away and show me you are ready to listen.

 **STUDENTS DO:** Put away materials.

TEACHER SAY: Let's Hands Up, Pair Up to find a new partner.

 **STUDENTS DO: Hands Up, Pair Up.**

5. TEACHER SAY: When we go to a store, it is important to act in a certain way. Share with your partner. How should you act in the store?

 **STUDENTS DO:** Respond with ideas such as saying please and thank you, not running around, being courteous.

TEACHER DO: Make a list of student behaviors on the board as students suggest them.

TEACHER SAY: This tells me you have very good manners in the store. Let's act out some of the behaviors. I will read something from the list and you and your partner will model it.

TEACHER DO: Randomly pick behaviors from the list that can be modeled.

 **STUDENTS DO:** Model appropriate behavior.

TEACHER SAY: Excellent. You know how to make a shopping list. You know what many stores sell. You know proper behavior for a store. We have learned so much about stores. Thank your partner and return to your seat for our closing discussion.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Think about what we learned and practiced today. What will you tell your family about what you learned? Tell your Shoulder Partner.

 **STUDENTS DO:** Discuss with a **Shoulder Partner**.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify main character and setting in a fictional story. • Recall details of a story. • Use ordinal numbers to sequence the events of a story.	• Fiction • Character • Setting • Event	• Student book • Pencils • Scissors • Glue • Crayons • Chart paper • Markers

PREPARATION

To close this theme, students will perform a short play or skit they write. Consider sending invitations or notifying parents of the day and time for this event. If parents are unable to attend, you may wish to invite other adults from the school community.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **In the last lesson, we helped Nadia and her mom find stores to buy the items on their shopping list. Today we will read a story about their shopping trip. The story is fiction. What does FICTION mean?**

 STUDENTS DO: Offer ideas.

2. TEACHER SAY: **Yes, fiction means that the story is not true; it is imaginary. As we read the story today, we will listen for the characters, setting, and events. Who can explain what is meant by CHARACTERS?**

 STUDENTS DO: Offer ideas.

TEACHER DO: If students have not had prior experience with defining character, give them examples from known stories or cartoons. Then ask students to define by using the examples you have given.

TEACHER SAY: **Yes, the characters are the people in a story. In our task yesterday, we were helping Nadia and one other character. Do you remember who Nadia was shopping with?**

 STUDENTS DO: Answer (her mom).

TEACHER SAY: **Yes, Nadia is a character in today's story and so is her mother. Now, let's think about SETTING. Who can explain what the SETTING of a story is?**

TEACHER DO: If students have not had prior experience with the word "setting," give them examples from known stories or cartoons. Then ask students to define by using the examples you have given.

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: Good ideas. The SETTING is where a story takes place. Where were Nadia and her mother in our task yesterday?

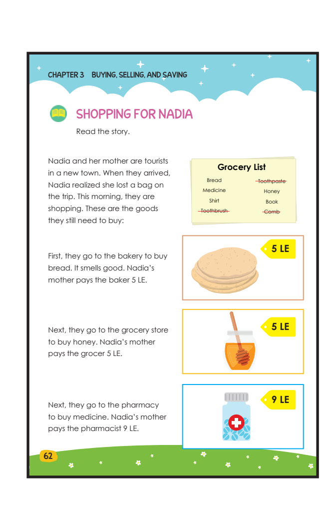
 **STUDENTS DO:** Answer from memory (at different stores).

TEACHER SAY: Yes, Nadia and her mother were visiting stores. The SETTING for our story today will be different stores. We will also talk about the EVENTS in the story. What does the word EVENT mean?

 **STUDENTS DO:** Offer ideas (what happens in the story).

TEACHER DO: If students have not had prior experience with the word event, give them examples of known events during a typical day at school. Then ask students to define by using the examples you have given.

3. TEACHER DO: Make sure students have student books and pencils.


CHAPTER 3 BUYING, SELLING, AND SAVING

SHOPPING FOR NADIA

Read the story.

Nadia and her mother are tourists in a new town. When they arrived, Nadia realized she lost a bag on the trip. This morning, they are shopping. These are the goods they still need to buy:

Grocery List

Bread	~~Toothpaste~~
Medicine	Honey
Shirt	Book
~~Toothbrush~~	~~Comb~~

First, they go to the bakery to buy bread. It smells good. Nadia's mother pays the baker 5 LE.

5 LE

Next, they go to the grocery store to buy honey. Nadia's mother pays the grocer 5 LE.

5 LE

Next, they go to the pharmacy to buy medicine. Nadia's mother pays the pharmacist 9 LE.

9 LE

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TEACHER SAY: You already know a lot about stories. Let's find out what the events of today's story are. Open your student book to the page Shopping for Nadia.

 **STUDENTS DO:** Turn to correct page in student book.

TEACHER SAY: This story is about Nadia and her mother shopping. I will read the story aloud first. Point to each word as I read aloud.

TEACHER DO: Read the story aloud.

Note to Teacher: This story has multiple parts. You may wish to stop and ask comprehension questions after each section. There is also quite a bit of math involved in the story. Do not focus on the payments Nadia's mother makes during the initial reading of the story. It is also unimportant that the values mentioned may not be representative of actual prices for items in your community. The numbers used are given to show the relative price of different goods, and are within a range that students can use to calculate at this point in the school year.

 **STUDENTS DO:** Point to each word.

TEACHER SAY: Now, let's read the story together. Continue pointing as we read. I am going to ask you about the characters, setting, and events. Pay attention to these as we read.

TEACHER DO: Read the story aloud.

Note to Teacher: Differentiate the reading of the story to meet the needs of your students. Some students may benefit by sitting next to you as you point and read through the story. Students may work together to reread and find familiar words.

 **STUDENTS DO:** Read aloud.

TEACHER SAY: Nice reading. Let's think about the story. Who are the characters? Whisper a character into your hand.

 **STUDENTS DO: Whisper** answer into hand.

TEACHER SAY: Let's have a student leader choose five Calling Sticks. When our student leader calls on you, please name one character from the story.

 **STUDENTS DO:** Choose five **Calling Sticks** (leader), name characters.

TEACHER SAY: Yes, there are many characters in our story. What is the setting of the story? I will name a setting. Show me a Thumbs Up if the setting is correct. Did the story take place at a playground?

 **STUDENTS DO:** Show **Thumbs Up** if agree.

TEACHER DO: View student responses and clear up any misconceptions.

TEACHER SAY: **The story did not take place at a playground. I will try again.**

TEACHER DO: Repeat two more times with the final try being "different stores."

TEACHER SAY: **What are some important events that took place during the story? Tell a Shoulder Partner.**

 **STUDENTS DO:** Tell a **Shoulder Partner** an important event in the story.

TEACHER DO: Allow students time to share. If you feel your students need additional time to discuss, feel free to extend the conversation and ask more detailed questions about each stage of the story.

4. TEACHER DO: Make sure students have scissors and glue.



TEACHER SAY: **Let's think more about the events in the story. Nadia and her mother visited a lot of stores. Let's see if we can put them in order. Open your student book to the page Stores Nadia Visits.**

 **STUDENTS DO:** Turn to correct page in student book.

TEACHER SAY: **Follow along as I read the directions.**

 **READ ALOUD:** **Cut out each square. Glue the events in the order they happened on the next page.**

TEACHER SAY: **Let's cut out the squares. Then I will help you get started.**

 **STUDENTS DO:** Cut out squares.

TEACHER DO: Circulate around the room. Provide assistance as necessary.

TEACHER SAY: **Let's make sure we know which store is which. I will describe an event from the story. Hold up the picture that matches the event.**

TEACHER DO: Describe an event shown.

 **STUDENTS DO:** Hold up the picture as it is described by the teacher.

TEACHER DO: Make sure each student is holding up the correct picture. Repeat the process for each store Nadia visits, out of order.

5. TEACHER SAY: **We have identified each picture. Now, turn to the next page, Where Did Nadia Go Next? Put the pictures in order from first to last. We will do a Gallery Walk to check our work before gluing them down.**

 **STUDENTS DO:** Order pictures from first to last.

TEACHER DO: Circulate and assist students as needed. Students should not look back at the story at this point to check the order. You may wish to complete the activity as a whole class. A variation would be to have large cut out pictures of each store and pass them out to several students in the room. Ask the rest of the class to help arrange the students holding the pictures in the correct order.

TEACHER SAY: **Now, let's do a Gallery Walk. Do you agree with the orders you see on others' pages? We will discuss any questions after the Gallery Walk.**

 **STUDENTS DO:** Observe work of peers.

TEACHER DO: Observe students. Address any questions after the **Gallery Walk**. Have students refer back to the reading as needed to solve disagreements.

TEACHER SAY: **Correct your order of events as needed. Then, please glue the events in the order they happened.**

 **STUDENTS DO:** Finalize the sequence of events and glue squares down.

TEACHER DO: Circulate around the room. Provide assistance as necessary. Students will be using ordinal number terms to describe the order of events.

6. TEACHER SAY: **Thank you for putting the stores in order. Let's read the second part of the directions on the page.**

 **READ ALOUD:** **Write the order of the event on the line next to your picture.**

TEACHER SAY: **I see that some of the squares have a word next to them. The top square has the word FIRST written next to it. Can someone tell me what words describe things that happen after the FIRST event?**

TEACHER DO: Call on students who volunteer the ordinal number terms "second," "third," "fourth," and "fifth."

 **STUDENTS DO:** Recall ordinal number terms.

TEACHER SAY: **Excellent. Now that we have sequenced the events, please write in the missing terms. I will write how to spell the missing words on the board.**

TEACHER DO: Write the ordinal number terms on the board. Circulate to make sure that students are using the correct terminology.

 **STUDENTS DO:** Write missing ordinal number terms.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **In the story, Nadia's mother uses money to pay the seller for the goods. Money is the third important resource we will learn about in this chapter. Money is a resource we can use to buy the goods we need and want. Tell your Shoulder Partner about a time when you or someone in your family used money to buy something.**

 **STUDENTS DO:** Tell **Shoulder Partner** about a buying experience using money.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Explore cost as the amount of money needed to buy a good. • Practice buying goods with 1 LE and 10 LE notes.	• Money • Cost • Pound	• Student book • Play money sets used in Math, 10x 1 LE notes and 1x 10 LE note per pair of students



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Let's have a student lead us in review again today.

TEACHER DO: Use **Calling Sticks** to choose a student leader. Prompt the leader to ask students what they remember about Nadia's story.



STUDENTS DO: Lead discussion to review the previous day's story.

TEACHER SAY: At the end of the last lesson, we talked about a new resource that we would be exploring. Can you remember what resource Nadia's mom used on their shopping trip? Whisper it into your hand if you think you know.



STUDENTS DO: Whisper ideas into hands (correct answer: money).

2. TEACHER SAY: Today we are going to look more closely at the COST of the goods that Nadia and her mother buy in the story. Cost is the amount of money needed to buy something. Can we say that word and definition together? "Cost is the amount of money needed to buy something."



STUDENTS DO: Repeat word and definition.



CHAPTER 3 BUYING, SELLING, AND SAVING

LET'S GO SHOPPING WITH NADIA

Circle the good that costs the most. Draw a triangle around the good that costs the least. Choose two goods to buy. Complete the sentences.

5 LE | 5 LE | 9 LE | 11 LE | 7 LE | 20 LE

I will buy the ______. I will buy the ______.

It costs ____ It costs ____

____ + ____ = ____

I need ____ pounds to buy these goods.

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TEACHER SAY: We have learned a little about money in Math. You have all seen your families spend money. Let's practice finding out what goods cost. Turn your student book to the page Let's Go Shopping with Nadia.



STUDENTS DO: Turn to correct page in student book.

TEACHER SAY: What do you see on the page?



STUDENTS DO: Observe and answer.

TEACHER SAY: Yes, these are the goods that Nadia and her mother bought in our story. Let's find out what we are supposed to do.



READ ALOUD: Circle the good that costs the most. Draw a triangle around the good that costs the least. Choose two goods to buy. Complete the sentences.

TEACHER SAY: How do you think we can find out what a good costs?

 STUDENTS DO: Offer ideas (read the price tag).

TEACHER SAY: **Very good. I see a tag with the number 5 on it next to the bread. This means the bread costs 5 pounds.**

TEACHER DO: Point to the price tag and bread. Continue to identify each good by pointing to the words and pictures, and ask students how much each good costs.

 STUDENTS DO: Follow along, reading price tags.

TEACHER SAY: **The first direction says "Circle the good that costs the most." Turn to your Shoulder Partner and see if you can identify what costs the most.**

 STUDENTS DO: Identify and circle the good that costs the most.

TEACHER DO: Repeat for the good that costs the least.

TEACHER SAY: **The next direction says "Choose two goods to buy." Look at the list on your own and decide what you would like to buy. Write that good at the end of the first sentence "I will buy the ________."**

 STUDENTS DO: Choose one good and write it in the first blank.

TEACHER SAY: **Then, look at what the good you chose costs. Write the cost in the blue box.**

 STUDENTS DO: Identify the cost and write it in the blue box.

TEACHER DO: Repeat for the second item. Circulate around the room. Provide assistance as necessary.

3. TEACHER SAY: **We will learn more about spending money in Math and later in our chapter. For now, let's do a simple math problem. You see a math sentence near the bottom of the page. Copy what each item costs into the boxes of the same color. Then add the numbers. Write your answer in the red box.**

 STUDENTS DO: Complete the addition problem.

Note to Teacher: If students struggle with the addition problem, you may wish to use one student's selections and review as a class. It is also important that students connect the numbers written in the boxes with the prices of the items given in the story. At this age, students need to be reminded to make concrete connections between depicted scenarios (such as the story and prices) and numerical representations. Ask questions to ensure connections are made: You wrote 5 + 7, what does the 5 represent (the cost of the honey/bread) and what does the 7 represent (the cost of the book)?

TEACHER SAY: **Now, copy your answer into the red box in the last sentence. The sentence reads: "I need ____ pounds to buy these goods." Whisper the sentence to yourself using your answer as the number.**

 STUDENTS DO: Copy the total cost into the final sentence. Whisper the sentence to themselves to practice reading it.

Note to Teacher: If students need more practice reading the sentence starters, practice reading each line out loud with students as a whole class before moving to find a new partner.

TEACHER SAY: **Let's share our shopping trip with a partner. You will read your sentences to each other. Hands Up, Pair Up. I will count backward from 5 to 0. Get ready. 5, 4, 3, 2, 1, 0.**

 STUDENTS DO: Read sentences to partner.

4. TEACHER SAY: **You are becoming good readers and I like how you are practicing your math skills. Now let's put together two things we know. You know how to read what goods cost. You also know a lot about money. Who can remember what two amounts of money we used in Math a little while ago?**


STUDENTS DO: Share ideas (1 LE notes and 10 LE notes)

TEACHER SAY: Let's review some of what we learned in Math class. I will use Calling Sticks to choose a student leader to help lead our discussion.

TEACHER DO: Use **Calling Sticks** to select a student leader.

TEACHER SAY: __________, I will give you an Egyptian note. Hold it up and ask the students what it is worth.

TEACHER DO: Hand the student a 1 LE note.

 **STUDENTS DO:** Hold up the 1 LE note and ask students what it is worth.

TEACHER SAY: That is right. That is a 1 LE note. So if I wanted a piece of candy that costs 3 LE, how many 1 LE notes would I need? Show me on your fingers.

 **STUDENTS DO:** Show three fingers.

TEACHER DO: Look around the room to make sure students understand that three 1 LE notes equals 3 LE. Then, hand the student leader a 10 LE note.

 **STUDENTS DO:** Hold up the 10 LE note and ask students what it is worth.

TEACHER SAY: That is right. That is a 10 LE note. If I wanted to buy a book that costs 20 LE, how many 10 LE notes would I need? Show me on your fingers.

 **STUDENTS DO:** Show two fingers.

TEACHER SAY: Thank you, __________. You may return to your seat. I have a stack of 1 LE notes. Let's count my 1 LE notes to see how much money I have.

TEACHER DO: Hold up a single 1 LE note and say one pound.

 **STUDENTS DO:** Count with teacher "one pound."

TEACHER DO: Hold up each note in turn and count out loud, 2 pounds, 3 pounds, until all the money is counted.

 **STUDENTS DO:** Count with the teacher to 10 LE.

TEACHER SAYS: Well done, I have 10 LE.

TEACHER DO: Hold the ten 1 LE notes in one hand and one 10 LE note in the other.

TEACHER SAY: Which hand has more money in it? If you think this (wave right hand) hand has more, point to this wall. If you think the other has more (wave left hand), point to that wall. If you think the two amounts are equal, fold your hands in front of you.

 **STUDENTS DO:** Vote for the answer by pointing or folding hands.

TEACHER SAY: Look at your Shoulder Partner. Do they agree? Discuss your answers and see if you can agree.

 **STUDENTS DO:** Discuss with **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to select two or three students to answer the question, asking the second and third student if they agree with whatever the first student said. Ask students "How do you know?" after they answer.

TEACHER SAY: Let's figure this out. How much do I have in my left hand?

 **STUDENTS DO:** Respond 10 pounds.

TEACHER SAY: How much do I have in my right hand?



STUDENTS DO: Respond 10 pounds.

TEACHER SAY: Now compare the two numbers: 10 and 10. Is one more than the other?



STUDENTS DO: Say no.

TEACHER SAY: What is the word that describes how they are related? Whisper in your hand.



STUDENTS DO: **Whisper** "equal."

5. TEACHER SAY: That is right, the two amounts are equal. Great job remembering what you have learned about money. Now we are going to practice spending our money, just like we did in Math. You and a Shoulder Partner will get 20 LE. When you get your money, please count to make sure you have 20 LE.

TEACHER DO: Pass out play money.



STUDENTS DO: Work with **Shoulder Partners** to count the money.



TEACHER SAY: Now, turn back to the page Let's Go Shopping with Nadia. With your partner, practice buying goods on the page. One person will choose a good to buy. The other partner will read how much the item costs. The buyer will then count out the correct amount of money on the table. Then switch.



STUDENTS DO: Work with **Shoulder Partners** to practice spending money on the items from Nadia's shopping list.

TEACHER DO: If students are struggling to determine the prices from the reading passage, you may wish to model one example as a whole class. After a few minutes of practice, call for students' attention. Note that as they get comfortable, see if they can buy two goods at once. Practice counting out the money that all the goods cost together. Walk around the room providing assistance as needed.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today, we learned that money is a resource we use to buy the goods we need and want. At the end of the story, Nadia decides to save her money so she will have enough to buy a book she wants. Have you ever saved money to buy something?
_________, come to the front of the room and choose three students with their hands raised to share.



STUDENTS DO: Leader will choose three students to share experiences about saving money.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Use 1 LE and 10 LE notes to count through 50. • Practice the conversation of buying and selling. • Role play buying and selling personal hygiene tools.	• Money • Buying • Selling • Saving	• Student book • Crayons • Scissors • Play money sets, 4x 10 LE notes and 10x 1 LE notes per student pair • Pencils



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: At the end of this chapter, we are going to create a play about buying and selling. Yesterday we practiced using 1 and 10 pound notes to buy the items on Nadia's shopping list. Who can describe what you did with your Shoulder Partner to pretend you were buying the goods?



STUDENTS DO: Describe the process of looking at cost and counting the right amount of money.

2. TEACHER SAY: You did a great job counting the right amount of money yesterday. Today we are going to learn more about the process of buying a good at a store. Then we will spend more time practicing. Here is my first question for you today: Do you ever listen to your family members as they talk to people who work in a store? Show me Thumbs Up if you do.



STUDENTS DO: Show **Thumbs Up** to answer.

TEACHER SAY: What are some of the things you hear your family members say? Turn to your Shoulder Partner to share what you have overheard.



STUDENTS DO: Share phrases, questions, and statements with **Shoulder Partner**.

TEACHER SAY: Let's capture what you know. Raise your hands to share with the whole class. I will write some of the most common conversations we hear on the board.



STUDENTS DO: Raise hands to share.

TEACHER DO: Record common phrases the students share on the board.

3. TEACHER SAY: You are good listeners in stores with your family. Let's practice some of the phrases we might need in a store. The person in the store is the worker. The person visiting the store is the shopper. Imagine you are walking into a store. First, you greet the worker.



STUDENTS DO: Greet each other.

TEACHER SAY: Next, the worker says, "Can I help you?" Workers, repeat after me. "Can I help you?"



STUDENTS DO: Repeat "Can I help you?"

TEACHER SAY: Now, shoppers, you have two options. You can say "Do you have any…?" and add the good you want. Be creative. You can also say "I am looking for…" and add the good you want. Let's practice both. Think of something you want to buy. Repeat after me: "Do you have any…?" I am looking for…"

 **STUDENTS DO:** Repeat the two phrases, filling in the desired good.

TEACHER SAY: Workers, you also have two options. You can say "Yes, let me show you where to find ______." Or you can say "I think we have ______. Let me check." Repeat those lines with me, using the good your partner just asked for.

 **STUDENTS DO:** Repeat the two phrases, filling in the desired good.

TEACHER SAY: Let's practice greeting each other and asking for help finding a good. First, I will demonstrate with __________. I will be the worker.

TEACHER DO: Call a student to the front to demonstrate the whole conversation with you. Greet the student, ask "Can I help you?," then prompt the student if needed to request a specific item using one of the two phrases above. Respond with one of the worker's phrases.

TEACHER SAY: Now it is your turn. Turn to your Shoulder Partner. The taller student will be the shopper first. The other student will be the worker in the store. Let's practice twice, switching roles for the second round.

 **STUDENTS DO:** Role play the conversation twice.

TEACHER SAY: Now, let's Shake It Share It High Five to practice more. We will do two more rounds. With each new partner, practice twice so that you can each act as both the shopper and the worker.

 **STUDENTS DO: Shake It Share It High Five** to practice conversations with two more partners.

TEACHER DO: Facilitate the switching of partners as needed. Listen to conversations and remind the whole class of the common phrases when necessary. After two rounds, pause students and introduce common phrases used to ask how much a good costs, such as "How much does _____ cost?" "It costs _____." "I will take one, thank you." Have students repeat the new phrases, then **Shake It Share It High Five** to practice the conversation.



4. TEACHER SAY: I am hearing many polite conversations. I think you are ready to practice putting all of this together. Please return to your seats so we can prepare. Turn to the page Practice Shopping.

 **STUDENTS DO:** Return to seats and find the correct page in the student book.

TEACHER SAY: Imagine you are facing the same situation as Nadia. You are traveling and have lost a bag. The lost bag held all your personal hygiene tools. In this next activity, you will visit a store to buy the hygiene tools you need. First, we need to cut out the goods we can buy.

 **STUDENTS DO:** Cut out goods from the student book page.

TEACHER SAY: As you cut out the goods, notice what each one costs. What is different about these products from our previous shopping practice?

 **STUDENTS DO:** Answer while they are cutting (different goods, goods are more expensive).

TEACHER SAY: That is right. These prices are higher than what Nadia was buying. If you had the same 20 pounds as yesterday, could you buy each item?

 **STUDENTS DO:** Read price tags; notice that some prices are more than 20 LE. Answer no.

TEACHER SAY: Today you are going to need more money. Every pair is going to get four 10 LE notes and ten 1 LE notes. Let's count together to see how much money you will get total.

TEACHER DO: Count money out loud with students starting with counting by tens to 40, then counting ones up to 50 LE.

 **STUDENTS DO:** Count money with teacher, totaling 50 LE.

TEACHER SAY: Today you will have 50 LE to spend. You will likely be able to buy more than one item. Working with your Shoulder Partner, practice visiting a store to buy what you need. Be sure to practice the conversations we learned and counting the right amount of money.

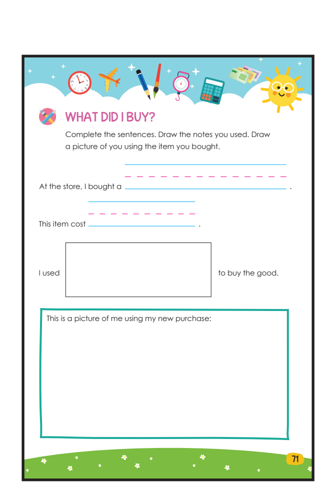
TEACHER DO: Demonstrate a sample interaction that includes greetings, asking for a specific item, asking how much it costs, and counting out the correct amount with a student volunteer for the whole class before releasing students to practice in partners.

Note to Teacher: For this activity, students do not need to add prices for multiple items. Students can purchase one item at a time, then count the money they have left over before deciding on a second item. Demonstrate this process using a **Think Aloud** *if it is unfamiliar to your students. You may also choose to conduct the entire activity as a whole class with one item, but be sure provide time for students to practice on their own or with partners to build the skills of identifying prices and counting the correct amount of money.*

 **STUDENTS DO:** Practice buying personal hygiene tools with **Shoulder Partner**.

TEACHER DO: Use an **Attention Getting Signal** to bring students back together and have them clean up the goods and money sets.

 **STUDENTS DO:** Finish practicing, then clean up and store sets of goods and money for future use.



WHAT DID I BUY?

Complete the sentences. Draw the notes you used. Draw a picture of you using the item you bought.

At the store, I bought a ______________.

This item cost ______________.

I used [ ] to buy the good.

This is a picture of me using my new purchase:

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5. TEACHER SAY: Great work, friends. Let's record what we did today so that we can remember. Find the page What Did I Buy? in your student books.

 **STUDENTS DO:** Open to the correct student book page.

 **READ ALOUD: Complete the sentences. Draw the notes you used. Draw a picture of you using the item you bought.**

TEACHER SAY: Our first step is to complete the sentences. Let's read them together first. When I come to a part with a blank line, I will pause to let you think about your answer before reading on.

 **READ ALOUD: At the store, I bought a __________. (Pause) This item cost ______________. (Pause)**

 **STUDENTS DO:** Read sentences with teacher and consider what to write in the blanks.

TEACHER SAY: Are there any questions before you begin?

TEACHER DO: Provide **Wait Time** for questions.

TEACHER SAY: Choose one item you bought today, and complete the first two sentences.

 **STUDENTS DO:** Work independently to record what was purchased.

TEACHER DO: Circle around the classroom, providing help when needed. If students need help spelling the words, allow them to take out the sets of cards used for buying. If you notice that students are struggling, you may either choose to use one student's selections as an example for the entire class, or you may wish to ask leading questions to ensure students understand the process and where they can find the information to complete the sentences.

TEACHER SAY: The next direction is to draw the notes you used to pay for the good. The sentence reads "I used ______to buy the good." Draw the paper pounds you used to buy the good in the box on the page. Here is an example.

TEACHER DO: **Think Aloud** to show how to draw the paper pounds for a sample good that would cost 14 LE, drawing one 10 LE note and four 1 LE notes. You may wish to draw rectangles of different sizes to simplify the drawing, or you may wish to use a different symbolic representation.

 **STUDENTS DO:** Draw the appropriate notes in the box provided.

TEACHER SAY: When you are done drawing, show your Shoulder Partner your work. Have them count the money you drew and see if it equals the cost of your item.

 **STUDENTS DO:** Count the money in a partner's drawing to make sure it agrees with the cost of the good on the line above.

TEACHER SAY: The final direction is to draw a picture of yourself using the item purchased. Remember when we acted out our personal hygiene routines? Think about how you use the tool you bought. Then draw a picture.

 **STUDENTS DO:** Draw a picture of themselves using the good purchased.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: For our closing, let's think about buying goods today. I have a question: Did anyone have money left over after buying the goods you needed?

 **STUDENTS DO:** Raise hands to answer.

TEACHER SAY: What can you do with the money you did not spend? Share ideas with a Shoulder Partner.

 **STUDENTS DO:** Discuss ideas.

TEACHER SAY: I heard some good ideas. Do you remember the book of maps that Nadia wanted at the bookstore? She did not have enough money for it the day she was shopping. What did she decide to do?

 **STUDENTS DO:** Answer (save up for it).

TEACHER SAY: Yes, she decided to save money until she had enough to buy the new book. The book costs 20 LE. If she saves 10 LE from one shopping trip, and 10 LE from another shopping trip, will she have enough to buy her book? Discuss with your Shoulder Partner.

 **STUDENTS DO:** Discuss ideas.

TEACHER SAY: Thank you for working hard today. Turn to your Shoulder Partner and thank them for helping you learn.

 **STUDENTS DO:** Thank **Shoulder Partner**.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • **Brainstorm** the important details of a play. • Collaborate and write a simple script for a play about buying and selling goods.	• Setting • Characters • Events • Costumes • Props • Script	• Student book • Pencil

PREPARATION
If possible, invite another adult or two to help the class during the next day's lesson (Lesson 9). While your focus is on helping the students practice their plays, the rest of the class may need help creating costumes and props.



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Yesterday we pretended to buy things at the store with our money. __________, will you please help us review yesterday's lesson? Please select three Calling Sticks. Ask each student, "What do you remember about how shopping works?"

TEACHER DO: Use **Calling Sticks** to select one student to help with the review of yesterday's lesson.

 **STUDENTS DO:** Share ideas as called upon. Student leader returns to his/her seat.

2. TEACHER SAY: Thank you, _________. Today we will begin to write a play about what we have learned in this chapter. Who can explain what a play is?

 **STUDENTS DO:** Raise hand and explain what a play is.

TEACHER SAY: That is right. A play is a story that you perform. A play is sometimes called a skit or a show. Sometimes, it is performed on a stage. Has anyone ever watched a play before?

TEACHER DO: Select students with hands raised to share an experience.

 **STUDENTS DO:** Share experiences.

TEACHER SAY: Earlier in the chapter we read a story about a girl named Nadia. We learned about the important parts of a story. Let's review the words we learned. They will be important for our play too. We learned about the story's SETTING. Turn to your Shoulder Partner and discuss: What is a setting?

 **STUDENTS DO:** Discuss the word "setting" with **Shoulder Partner**.

TEACHER SAY: Who would like to share the meaning of the word "setting"?

 **STUDENTS DO:** Share ideas (where a story takes place).

TEACHER SAY: Yes. A setting is the location of the story, or where it takes place. What was the setting for the story about Nadia?

TEACHER DO: Write the word SETTING at the front of the class with its definition: the location of a story.

 **STUDENTS DO:** Answer (different stores).

TEACHER SAY: Yes, the setting of Nadia's story was different stores. Since a play is a story that is performed, the things that are important to a story are also important to a play. For our play, we will need to think about setting. Another important part of a story is the CHARACTERS. What is a character?

TEACHER DO: Use **Calling Sticks** to call on one student to answer (or more if the first student needs help to answer).

 **STUDENTS DO:** Answer the question.

TEACHER DO: Write the word "character" at the front of the class with its definition: the people in a story.

TEACHER SAY: Yes, characters are the people in the story. Who were the two main characters in the story we read about shopping?

 **STUDENTS DO:** Answer from memory (Nadia and her mother).

TEACHER SAY: Nadia and her mother were the characters in the story we read. There were other people in the story who were characters, such as the workers in the shops. Sometimes characters can be animals too. (Insert a familiar example if possible.) Think about a favorite story you have read recently. Tell your Shoulder Partner about the characters in your favorite story.

 **STUDENTS DO:** Share characters of a favorite story.

TEACHER SAY: Great job remembering setting and characters. There was one more thing we talked about in Nadia's story. Can anyone remember another important part of a story?

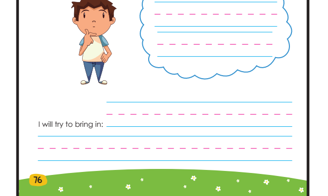
 **STUDENTS DO:** Share ideas (events).

TEACHER DO: If students do not say events, remind them of the sequencing activity.

TEACHER SAY: Without events, a story would just be a person in a place. That would not be very interesting. Events are the things that happen to the characters in the story. Whisper into your hand the events in Nadia's story.

 **STUDENTS DO: Whisper** events into their hands.

TEACHER DO: Write the word "events" at the front of the class with its definition: what happens during the story. Divide students into groups of four to six students for the next activity to prepare for writing a play together. Identify locations for students to work as a group. Students can move desks together, work on tables, or use any other configuration that works for your classroom.



3. TEACHER SAY: Great job remembering what the setting, characters, and events in our story were. Let's use that knowledge in the play we will write. You are now in groups. You will work together to write a play. Open your student book to the page called Brainstorming.

 **STUDENTS DO:** Turn to the correct page.

 **READ ALOUD: You will write a play about buying and selling goods. The first step is to Brainstorm with your group.**
Setting: Where will your play take place?

Characters: Who will be in your play?
Events: What will happen in your play?

TEACHER SAY: Before writing, it is important to think about the details of the story we want to tell. First, talk to your group about the setting for your play. What type of store will your characters visit? Write your answer or draw a picture inside the SETTING thought bubble.

 **STUDENTS DO:** Discuss setting with team and draw or write ideas.

TEACHER SAY: Next, talk about your characters. Who will sell goods? Who will buy goods? Write your answer or draw a picture inside the CHARACTERS thought bubble.

 **STUDENTS DO:** Discuss characters with team and draw or write ideas.

TEACHER SAY: Next, talk about the events. What will happen during your play? Write your answer or draw a picture inside the EVENTS thought bubble.

 **STUDENTS DO:** Discuss characters with team and draw or write ideas.

TEACHER DO: Walk around the room providing assistance, asking students to explain their drawings and ideas. Help groups come to a compromise or agreement if group members disagree on ideas for the play.

TEACHER SAY: The final detail you will discuss is what your characters will buy and sell. Decide on two goods as a group. Once your group decides, show me a Thumbs Up. This will mean you are ready to start writing your script.

 **STUDENTS DO: Thumbs Up** showing that they are ready.

TEACHER SAY: It looks like all groups are finished. Let's use this information to write our play.


WRITING OUR SCRIPT

Complete the sentences below to create your script.
Then assign one character to each group member.

The ________ (type of store worker) is working in the ________ (type of store).

Customer 1 arrives at the store.

Store worker 1: Hello, can I help you?

Customer 1: I am looking for ________ (good from the store).

Store worker 1: Of course. Let me show you where it is.

Customer 1: How much does ________ cost?

Store worker 1: It costs ________ (cost of good).

Customer 1: Here is ________ (amount of money).

Customer 1 hands store worker 1 money for the item.

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4. TEACHER SAY: Please turn to the next page in your student book, Writing Our Script.

 **STUDENTS DO:** Turn to the correct page.

TEACHER SAY: We will use the information we Brainstormed to write the scripts for our play. First, let's define the word SCRIPT. What is a script? Raise your hand if you think you may know what the word script means.

 **STUDENTS DO:** Raise hands to answer.

TEACHER SAY: A script is what is written down for a play. The script tells the story, like the story we read about Nadia. The script also tells the people performing the play what to say and do. For example, if you want a character to hand money to a cashier, your script would read: "______ hands money to the cashier." Let's read the directions on the page. Follow along as I read.

 **READ ALOUD: Complete the sentences below to create your script.**

 **STUDENTS DO:** Read along.

TEACHER SAY: Let's read the page together. Work with your group to complete the sentences as we read.

 **READ ALOUD: The __________ (type of store worker) is working in the __________ (type of store).**

TEACHER SAY: As part of your Brainstorming, you already figured out what kind of store and who will work there. Can one group share what you will write on these blanks?

TEACHER DO: Choose one group you know will be ready to respond.

 STUDENTS DO: Share ideas with the whole class.

TEACHER SAY: **Thank you for sharing. Now everyone work with your group. Fill in the first two blanks now.**

 STUDENTS DO: Fill in the first two blank lines on the student book page.

Note to Teacher: Depending upon the level of your students' reading and writing abilities, you may decide to have a word bank ready and point to the words as needed. You may also choose to read through the entire script as a class, pausing to make sure that students know where they are filling in names of good or prices of items. Provide additional support to suit the skill level of students in your classroom. Drawing pictures may also help students represent their ideas. If needed, shorten the script to two players or extend it to six players.

TEACHER DO: Continue to facilitate reading through the script and supporting students in filling out the blanks based on the previous group **Brainstorm**. Pause after completing the first page to have students review the content.

TEACHER SAY: **Now, let's look to see what you have written. Let's read the first page of our plays together.**

TEACHER DO: Read aloud as the students read with you. When you reach the blanks, pause so students can read what they have written.

 STUDENTS DO: Read along, using groups' choices for the blanks.

TEACHER SAY: **What a good start. We must remember that it is important to be polite. That is why the script includes phrases like "thank you" and "have a nice day."**

Note to Teacher: If students are in groups of four, continue to the second page. If only two are in a group, have the students practice reading the page again.

TEACHER SAY: **Great work. Let's continue.**

TEACHER DO: Continue to facilitate reading through the second page of the script and supporting students in filling out the blanks based on the previous group **Brainstorm**. Circulate around the room and provide help when needed.

 STUDENTS DO: Complete the second page of the script for Customer 2.

Note to Teacher: If there are six students in each group, add a customer 3 and store worker 3 to the script.

TEACHER SAY: **Great job. You have finished writing your script about buying and selling. Only one thing is left to do. The directions say…**

 READ ALOUD: **Then assign one character to each group member.**

TEACHER SAY: **You need to decide who in your group will play each character. Discuss this with your group. When you have decided, write the names in the blanks at the bottom of the page.**

 STUDENTS DO: Assign parts.

TEACHER SAY: **You have worked well together as a group. We are done with our scripts for today.**

Note to Teacher: The closing below is longer than a typical closing activity. Be sure to leave time to complete the discussion and activity around costumes and props before ending the lesson.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.



TEACHER SAY: We will end our lesson with one final activity. Please open your student book to the page called Costumes and Props.

 **STUDENTS DO:** Open up student book to the correct page.

TEACHER SAY: We filled in thought bubbles to plan the play's setting, characters, and events. We also need to Brainstorm what costumes and props we will need for our play. What is a COSTUME? Discuss your answer with your Shoulder Partner.

 **STUDENTS DO:** Discuss answer.

TEACHER SAY: A costume is what a character wears in a play. A costume helps us pretend the person is a character instead of themselves. For example, a firefighter would wear a uniform and a helmet. Let's think about another example. What would a character playing a farmer wear?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Good work thinking about costumes. Now, what is a prop?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Yes, props are the objects characters use in a play. For example, a firefighter might be carrying a hose on stage. What are some props a farmer might use?

 **STUDENTS DO:** Share ideas.

TEACHER DO: Guide the conversation to consider the appropriateness of props suggested if needed. For example, if a student suggests a tractor, ask if that would fit on a stage.

TEACHER SAY: Now you know what costumes and props are. Let's read the directions on the page.

 **READ ALOUD: Decide what costumes and props should be used in your play.**

TEACHER SAY: Discuss your ideas with your group. Write or draw your ideas in the thought bubbles.

 **STUDENTS DO:** Discuss options and fill in thought bubbles.

TEACHER SAY: Look at your ideas. Raise your hand if you think you may have anything at home that you can use as a prop or as a costume for your play.

 **STUDENTS DO:** Raise hands if applicable.

TEACHER SAY: If you do have something at home, write or draw what you plan to bring in on the line after the sentence starter, I will try to bring in…

 **STUDENTS DO:** Finish sentence.

TEACHER SAY: Please bring in any costumes and props tomorrow. We will also make props if you cannot bring something in.

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Practice performing a group play. • Create props and costumes needed for the performance. • Follow space/time relational directions such as up, down, behind, in front of, before, after, and during.	• Setting • Characters • Costumes • Props • Script	• Student book • Pencil • Scissors • Crayons • Construction paper • Plain white paper • Glue • Tape

PREPARATION

Have supplies (construction paper, white paper, crayons, scissors, tape, and glue) available in a central location or at each working station from the previous day so that groups can create props and costumes.

Check in with groups about tomorrow's visitors as they come to you for practice. Ask students to confirm whether a family member is going to attend the performances so that you can prepare seating and other details.



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Yesterday we wrote scripts for our plays about buying and selling. At the end of class, I asked if you had any props or costumes that you could use while performing. Did anyone bring in props or costumes?

TEACHER DO: If props or costumes have been brought in, thank the students. Keep in mind that not all students will be able to bring items. Tell others they will be able to make props today if needed.

 **STUDENTS DO:** Collect props and costumes brought in.

TEACHER SAY: Thank you for bringing in the props and costumes. Today, we will practice performing our plays. If you still need props, you will make them while waiting for your turn to practice. Please take your student book and move to the same location you and your group worked yesterday.

 **STUDENTS DO:** Move to group locations with student books.

TEACHER DO: Have a table of materials available for students to make props including a variety of art supplies.

2. TEACHER SAY: I will invite one group at a time to practice performing their play. While you are waiting your turn, quietly discuss what props and costumes your partners brought in and what props and costumes you still need. Using the materials, create what you still need.

TEACHER DO: Point to the materials at each group location.

TEACHER SAY: Let's think for a moment before we start. How big do you think the props should be?

 **STUDENTS SAY:** Respond with ideas.

TEACHER SAY: That is correct. The props should be able to be seen by the people watching your play. Please keep that in mind when creating your props.

TEACHER DO: Select one group at a time to practice performing the play in one area of the room. Coach groups on the best way to perform the plays. Make suggestions to group members about where to stand and move. Use and review space/time relational words such as up, down, behind, in front of, before, after, during. Before the last group begins to practice, tell the groups creating props to begin cleaning up.

TEACHER DO: Use **Calling Sticks** to determine which group practices first.

TEACHER SAY: __________, will your group please come up to the front of the class? Please bring your student books, props, and costumes with you.

 **STUDENTS DO:** Move to the front of the class.

TEACHER SAY: All other groups, please begin working on creating your props and costumes. Remember to keep your voices to a whisper so that the group performing can hear my directions. Also, be respectful to the volunteers we have helping us today.

 **STUDENTS DO:** Take turns practicing at the front of the class. Create props and costume needed for the plays.

Note to Teacher: When groups are done creating props, they may also practice reading through the script on their own or with another volunteer. You may decide to have the students memorize their lines or use student books to read the script during the performance. If you decide to have students memorize lines, have them practice lines multiple times before the performance.

TEACHER SAY: The last group has just finished its performance practice. All students, please return to your seats. Please leave your costumes and props at your group location.

 **STUDENTS DO:** Return to seats with student books, leaving any props or costumes they made in group work locations if possible.

TEACHER SAY: I enjoyed watching all groups perform. I know our guests will be excited to see you perform tomorrow too.

3. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Great job practicing your plays today. I am also so proud that your groups created wonderful costumes and props.

TEACHER DO: Using **Calling Sticks**, select a student to lead the closing review.

TEACHER SAY: __________, will you please come up front and lead the closing review?

 **STUDENTS DO:** Selected student comes up to the front of the class.

TEACHER SAY: If you would like to share what you made today, please raise your hand. __________, please select four students to share what they made today.

 **STUDENTS DO:** Share costumes and props.

TEACHER SAY: Thank you, __________, you may return to your seat. How do you feel about performing in front of an audience? Are you excited, happy, nervous? Turn to your Shoulder Partner to share.

 **STUDENTS DO:** Describe feelings to **Shoulder Partner**.

Note to Teacher: Some students may be nervous while others may be excited. Encourage the students who are excited and reassure the students who are nervous.

TEACHER SAY: It is okay to be excited, nervous, and everything in between. Tomorrow is a big day. I am excited to see your plays. We will start the class by cleaning the classroom and when we are ready, our guests will arrive to watch our performance.

Lesson 10 Overview

LEARNING OUTCOMES

Students will:

- Work with classmates to keep environment clean.
- Demonstrate respect for others' performances.
- Perform buying and selling plays.

KEY VOCABULARY

- Present
- Greet
- Escort

MATERIALS

- Props
- Costumes
- Student book
- Pencils
- Cleaning task cards
- Pictures of stores (created in chapter 2)

PREPARATION

Tape the large drawing of stores created in the last chapter to the wall flanking the area where the students perform. This will create the effect that there are many stores in the community and the one in the center "comes to life" through the performance.

Write out classroom cleaning task cards before the lesson begins.

If parents or family members are unable to attend as guests, try to invite other adults from the school community so students will have an audience for the plays.



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Today is going to be a fun day. But first, we need to prepare for our guests. Let's start by cleaning our classroom.**

TEACHER DO: Using **Calling Sticks**, select a student to help with the introduction.

TEACHER SAY: **__________, please come up front to lead our cleanup. These are cleaning task cards. I would like you to hand one task card out to each student (or row/table group of students).**

STUDENTS DO: Distribute cleaning task cards.

TEACHER SAY: **Thank you __________. Now, everyone read your cleaning task card.**



STUDENTS DO: Read task card. Raise hands to clarify if they do not understand.

TEACHER SAY: **That is the task you must accomplish before returning to your seat. You may begin now.**



STUDENTS DO: Clean and organize the classroom and return to seats.

TEACHER DO: Circulate around the classroom ensuring that all students are on task. Support students who need assistance and ensure that the classroom is clean for your guests.

2. TEACHER SAY: Wonderful. Our classroom looks great now. Thank you for your help. It is now time to put on your costumes and collect your props.

Note to Teacher: Organize this time as appropriate for your class. Some students may need privacy to change into costumes. Others may be able to put on costumes over school clothing. If you are concerned that students will play with the props and cause a distraction, you can have groups put all props in a specific location near the stage area to pick up right before they perform.

STUDENTS DO: Change into costumes and collect props.

3. TEACHER SAY: (In a soft whispered voice, intentionally too low for the students to hear what you are saying). Let's get ready to perform our plays.

(In a normal volume) Oh, I am sorry. You could not hear me. If you do not speak loud enough during your performance your guests will not be able to hear you either. If you are performing and you see me point upwards, that means you need to speak louder. Do you understand? Let's practice. Everyone whisper and watch me.



STUDENTS DO: Whisper.

TEACHER DO: Point upwards.



STUDENTS DO: Increase volume.

TEACHER SAY: Great job. Now, I will repeat what I said earlier. Let's get ready to perform our plays. Just like when we invited the bakers into our classroom, I would like to have a greeter for our guests today as well.

TEACHER DO: Use **Calling Sticks** to select up to five greeters.

TEACHER SAY: A greeter opens the door for guests and shows them to seats here in the front of our classroom. Greeters, please practice your role. I will walk to the door and pretend to be a guest.



STUDENTS DO: Stand at door, pretend to show "guest" to a seat.

TEACHER SAY: Good job, greeters. You may return to your seats. When our guests arrive, we will greet them. I will welcome them, and then we will begin our performances. Our guests will be here shortly.

4. TEACHER DO: Begin the class presentation when guests arrive.



STUDENTS DO: Welcome guests and escort them to seats.

TEACHER SAY: Thank you for taking time out of your busy schedule and coming to our class today. We have been learning about how the world works, and specifically about buying and selling goods. The students have worked very hard to write plays and make many of the costumes and props you will see today. We hope you enjoy the shows.

TEACHER DO: Call the first group of students to perform.



STUDENTS DO: Gather props and perform when called.

TEACHER SAY: Thank you. Please give our performers a round of applause.



STUDENTS DO: Clap for classmates.

TEACHER DO: Continue to invite groups to perform until all students have gone.

5. TEACHER SAY: Wonderful job, class. Would any of our guests like to tell the students something they liked about the performances?

TEACHER DO: Give the guests some time to make comments.



STUDENTS DO: Respectfully listen to guests speak.

TEACHER SAY: This concludes our buying and selling plays. Students, on the count of three, let's all say "thank you" to our guests. 1 … 2 … 3.



STUDENTS DO: Say "Thank you."

TEACHER SAY: Thank you, again, for coming to our performance.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Great job, class. You really did a wonderful job performing your plays. What was your favorite part of the day? Share your thoughts with your Shoulder Partner.

 STUDENTS DO: Share thoughts with a **Shoulder Partner**.

TEACHER SAY: I am very impressed with the hard work you put into not only the performance today, but the entire chapter. What a great way to end our theme, "How the World Works."

TEACHER DO: Use **Calling Sticks** to select a student leader for review.

TEACHER SAY: __________, will you please come to the front of the class and help lead the closing review? Select five Calling Sticks and ask students to share something they learned in this chapter.

 STUDENTS DO: Share something learned.

TEACHER SAY: Thank you, _________. You may return to your seat. Thank you for all your hard work, friends.

PRIMARY 1

Multidisciplinary

COMMUNICATION

Chapter 1: Storytelling

Theme Overview

Storytelling

COMPONENT	DESCRIPTION	LESSONS
Discover	Students discover important elements of storytelling including the five senses and sequencing.	2
Learn	Students learn the elements of a story including beginning, middle, end, main character, and setting. Students focus on the importance of detail in storytelling and learn how illustrations help tell a story. Students learn to peer edit each other's work, sharing positive examples from stories and ways to improve.	5
Share	Students share an original narrative describing a favorite trip.	3

Connection to Issues



Citizenship: We belong to a family. We each have a role in our country.

Environmental Issues: We care about the earth. We are part of a community that sustains the environment.

Communication

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. • Identify the relationship among different items. • Observation. • Ask questions. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. • Fluency. **Problem Solving:** • Identify the problem. • Collect data. • Suggest solutions to problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Respect for others' opinion. • Exchange information. **Productivity:** • Set clear goals. **Decision Making:** • Select the appropriate alternative. **Negotiate:** • Effective listening. • Good inquiry.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Trust others.
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression. • Verbal and non-verbal communication. **Resilience:** • Adapt and make adjustments to meet challenges.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

Fluency

- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Comprehension: Literature

- Describe characters, settings, and major events in a story, using key details and illustrations.
- Retell stories, including details, and demonstrate understanding of their central message or lesson.

Reading Comprehension: Informational Text

- Follow written instructions.
- Ask and answer questions about key information in text.
- With prompting and support, read informational text appropriately complex for Primary 1.

Language: Vocabulary Acquisition and Use

- Participate in collaborative conversations.

WRITING:

Foundational Skills

- Write two- or three-word sentences (imitating and independently).
- Write high-frequency words.

Narrative

- Recall familiar experiences to compose narratives that recount several events with details.
- Sequence the events in a narrative.
- Provide a sense of closure.
- Add drawings to convey meaning.

Process, Production, and Research

- Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research.

SPEAKING AND LISTENING:

Foundational Skills

- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Fluency

- Produce complete sentences when appropriate to task and situation.

MATH:

Numbers and Operations in Base Ten

- Describe the position of objects using ordinal numbers up to 10th.
- Use ordinal numbers (i.e., first, second, third) to describe objects up to 10 (tenth).

SCIENCES:

Skills and Processes

- Seek answers to some of their questions by making careful observations, using five senses, and trying things out.

Earth and Space

- Investigate objects and materials in the environment.

Physical Science

- Describe that materials differ in color, taste, odor, and touch using five senses.

Engineering Design and Process

- Develop an understanding of the characteristics and scope of technology.

SOCIAL STUDIES:

Roles and Responsibilities of Citizens

- Apply general rules and ethics in life.
- Work with others to solve problems (in the classroom, school, and community).
- Communicate effectively with others.
- Differentiate between acceptable and unacceptable behaviors.
- Communicate politely, using vocabulary such as please and thank you.
- Respect diversity and differences among people.

ART:

Design: Basic Elements of Design

- Use art vocabulary to explain the basic elements of design in artwork they design and create.

ECONOMICS AND APPLIED SCIENCES:

Dress Sense and Handicrafts: Importance of Clothes

- Maintain an appropriate appearance.
- Differentiate between clothes in summer and winter.

VOCATIONAL FIELDS: COMMERCIAL JOBS

Commercial Jobs

Respecting and Maintaining the Environment and Self

- Identify the names of goods being sold or purchased in the environment.
- Identify commercial concepts and professions from the local environment (e.g., buying, selling, shop owner).
- Select artworks (e.g., postcard, photo album, souvenir) that represent local landmarks and places that support tourism.

INFORMATION AND COMMUNICATION TECHNOLOGIES:

- Identify relationships between digital information and resources and real life.
- Identify relationships between digital information and self.
- Identify rules for using different technologies, including usage ethics.
- Use digital technologies (i.e., computer) appropriately to support learning.

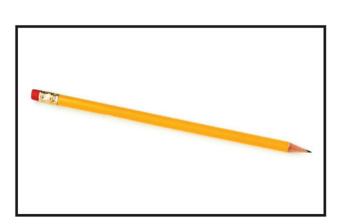
CH 1 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Define communication. • Compare objects using the five senses. • Discover descriptive words related to the five senses.
2	**DISCOVER: Students will:** • Match illustrations to text. • Sequence events of a story. • Act out a sequence of events.
3	**LEARN: Students will:** • Determine beginning, middle, and end of a story. • Identify important components of beginnings, middles, and ends. • Order a mixed-up story.
4	**LEARN: Students will:** • Identify the importance of setting to a story. • Determine important details to add to an illustration. • Create an illustration of a favorite place, adding important details.
5	**LEARN: Students will:** • Identify the importance of main character to a story. • Describe the characteristics of a main character in a story. • Create an illustration of a main character, adding important details.
6	**LEARN: Students will:** • Tell a story using only illustrations. • Create a solution to a problem in a story. • Peer edit another student's story
7	**LEARN: Students will:** • Create a puppet show to tell a story. • Make puppets modeled after main characters in a story. • Respect the performance of others.
8	**SHARE: Students will:** • Recall details of a trip relating to the five senses. • Begin to compose a personal narrative to recount the details of a favorite trip.
9	**SHARE: Students will:** • Sequence the events in a story to draft a personal narrative. • Provide a sense of closure. • Edit partner's narrative, correcting any spelling errors. • Finalize personal narrative recounting a favorite trip.
10	**SHARE: Students will:** • Illustrate the final draft of the personal narrative. • Present and share stories with class. • Evaluate other students' stories.

Materials Used

Student book

Pencils



Crayons

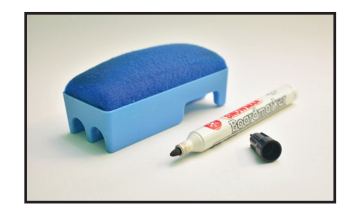


Scissors



Blackboard or chart paper

Chalk or markers for board



Glue or tape



Markers



Copy of favorite book or story

Index cards





Books to read aloud to class



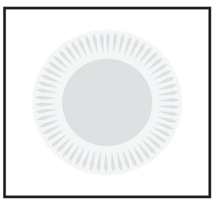
Grapefruits, oranges, or figs, if possible



Supplies for puppets such as paper plates, craft sticks, yarn, buttons etc.







Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Define communication. • Compare objects using the five senses. • Discover descriptive words related to the five senses.	• Communicate	• Student Book • Pencils • Chart Paper • Markers • A copy of your favorite book or story

PREPARATION

During this chapter, students will focus on communicating through literature. It will be important to have a variety of books available if possible. Include some illustration books with no text, books suitable for read alouds, and grade-appropriate student readers.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

This is a time to excite your students about the chapter. Tell them they are beginning a chapter of study called "Storytelling."

TEACHER SAY: We are starting a new theme today, called "Communication." The first chapter of this theme will be "Storytelling." What do you think we might learn? __________, please come to the front of the room and choose three Calling Sticks.

 **STUDENTS DO:** Use **Calling Sticks** to choose three students to share ideas.

TEACHER SAY: Those are some great ideas. Storytelling is going to be fun to study. Raise your hand if you have a favorite story.

 **STUDENTS DO:** Raise hands.

TEACHER DO: Select three or four students to share the name of a favorite story.

 **STUDENTS DO:** Share the name of a favorite book or story.

TEACHER DO: Sit at the front of the class in a chair, holding a book (preferably your favorite book).

TEACHER SAY: I have a favorite story too. It is ___________. I like this story because __________. I have always liked reading stories because I can imagine traveling to distant lands. I can meet new people without even getting up from my chair.

TEACHER DO: Lift up the book and show the class.

2. TEACHER SAY: Authors communicate to readers through words. And that is the focus of our theme, communication. To COMMUNICATE means to share information or ideas with others.

Can we say that word and definition together? "Communicate means to share information or ideas with others."

 STUDENTS DO: Repeat the word and definition.

TEACHER SAY: **We have been communicating all year. In this chapter, we will communicate by telling a story. Have you ever been excited about something and wanted to tell a family member or a friend about it? Show me Thumbs Up if you have ever had this feeling.**

 STUDENTS DO: Respond with **Thumbs Up** to share.

TEACHER SAY: **When we tell stories, we share information about what happened. Think about a time that you told a story to someone. Share the experience with your Shoulder Partner.**

 STUDENTS DO: Share experience of telling a story with **Shoulder Partner**.

TEACHER SAY: **We often tell stories about our own lives. We describe to someone what an event was like. We want them to feel like they were there. We can use our five senses to richly describe what happened. Close your eyes.**

 STUDENTS DO: Close eyes.

3. TEACHER SAY: **I will tell you two versions of the same story. Keep your eyes closed and think about which one makes you feel like you were there in the story with me.**

 STUDENTS DO: Keep eyes closed.

TEACHER SAY: **Story one: I walked home from school. I opened the door and said hello to my mother. She was making dinner for our family. [pause]**

Here is story two: I walked home from school. The sun was bright and felt hot on my skin. As I walked up to the door, I could smell my favorite dinner [insert a favorite meal]. I walked inside and could hear my mother humming while she cooked dinner for our family.

Please open your eyes.

 STUDENTS DO: Open eyes.

TEACHER SAY: **Discuss with your Shoulder Partner which story did a better job making you feel like you were there—story one or story two.**

 STUDENTS DO: Discuss with **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to select a few students to answer the question.

TEACHER SAY: **_______, which story made you feel like you were there with me in my story?**

 STUDENTS DO: Answer (likely, story two).

TEACHER SAY: **I agree. Why do you think story two helped you imagine what happened better than story one?**

 STUDENTS DO: Offer ideas.

TEACHER DO: Allow students to offer different ideas. Highlight answers that focus on the descriptions you gave—what you felt, smelled, and heard.

TEACHER SAY: **That is correct. I told you what happened in both stories. In the second story, I DESCRIBED what I felt, smelled, and heard. Senses are a very important part of storytelling. Describing senses helps others feel like they are in a story with you. In Term 1, we learned about our five senses. Let's review. What are the five senses?**

TEACHER DO: Use **Calling Sticks** to choose five students to answer the question.

 STUDENTS DO: Chosen students name one of the five senses.

TEACHER SAY: **Good job remembering the five senses. Each of the five senses uses a different body part. I will describe an action using one of the five senses. Point to the body part that is being used. "I am smelling a flower."**

 STUDENTS DO: Point to nose.

TEACHER DO: Observe responses and clear up any misconceptions.

TEACHER SAY: **That is right. We use our nose to smell. Let's continue. I am looking for a blue shirt.**

 STUDENTS DO: Point to eyes.

TEACHER DO: Observe responses and clear up any misconceptions.

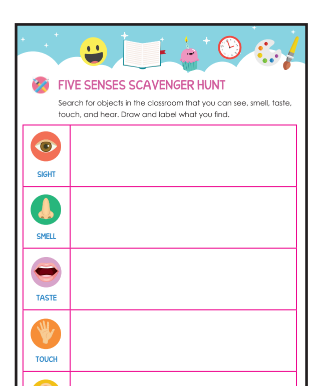
TEACHER SAY: **That is right. We use our eyes to look for things. Let's ask student leaders to help us finish the review. There are three more senses. Who would like to help us review?**

 STUDENTS DO: Volunteer to help review.

TEACHER DO: Choose three students. Tell each student which sense they will describe.

 STUDENTS DO: Lead review by sharing a sentence about using a sense. Remaining students point to body part used for each sense.

TEACHER SAY: **Thank you for helping us review the five senses. When I told my story, you saw that adding senses made my story better. In this chapter, we are going to become better storytellers. Let's practice describing things with our senses.**



4. TEACHER DO: Make sure students have student books and pencils. If possible, display a large version of the chart on the page Five Senses Scavenger Hunt.

TEACHER SAY: **On a scavenger hunt, we search for certain things. For this scavenger hunt, we will search for things that we can describe with our five senses. Open your student book to the page Five Senses Scavenger Hunt.**

 STUDENTS DO: Turn to correct page in student book.

TEACHER SAY: **Let's read the directions first.**

 READ ALOUD: **Search for objects in the classroom that you can see, smell, taste, touch, and hear. Draw and label what you find.**

TEACHER DO: Model the activity using a Think Aloud and recording ideas on the board.

TEACHER SAY: **The first sense on the page is sight. I see ______(object) in our classroom. Watch me draw and label ______(object) in the "sight" group.**

TEACHER DO: Draw and label a visible object in the "sight" group.

TEACHER SAY: **Now, it is your turn to search the room. We are searching for objects that we can see, smell, taste, touch, and hear. In order to stay safe, do not put any objects in your mouth. List something if you know you COULD taste it, but do not actually taste it.**

 STUDENTS DO: Draw and label classroom objects.

TEACHER DO: Circulate around the room. Provide assistance as necessary.

5. TEACHER SAY: **Nice job searching. Let's find out what our friends discovered using Shake It Share It High Five. We are going to add one more piece to what we share. When you share an object, see if you can think of how to DESCRIBE it using the sense you chose. For example, I**

saw a ______(object from earlier). I might say "I saw a ______(object). It is ______(insert color or shape)." How else could you describe what my object looks like?

 STUDENTS DO: Offer ideas.

TEACHER SAY: **Those are good examples. If I drew a flower for smell, I might say "I drew a flower. It smells like my mother's perfume." We will learn more descriptive words soon. For now, see what you can think of as you share.**

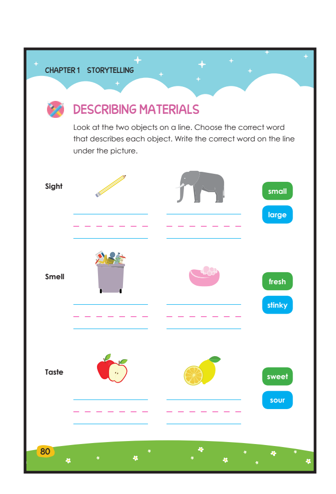
TEACHER DO: Review how the strategy works if needed.

 STUDENTS DO: **Shake It Share It High Five** to share results of the scavenger hunt with friends.

TEACHER DO: Watch and listen to students as they share. Use this as a preassessment of how well students understand and know descriptive words. Ask follow-up questions as appropriate.

TEACHER SAY: **Time is up. Please return to your seats.**

6. TEACHER DO: Make sure students have student books and pencils.



TEACHER SAY: **Open your student book to the page Describing Materials. Let's practice using descriptive words.**

 STUDENTS DO: Turn to correct page in student book.

 READ ALOUD: **Look at the two objects on a line. Choose the correct word that describes each object. Write the correct word on the line under the picture.**

TEACHER SAY: **Look at the first set of pictures. Listen as I read the words. Small. Large. Think to yourself. Which picture shows something small? Write "small" on the line under the picture.**

 STUDENTS DO: Write "small" under the picture of the pencil.

TEACHER SAY: **Think which picture shows something large. Write "large" on the line under the picture.**

 STUDENTS DO: Write "large" under the picture of the elephant.

TEACHER SAY: **The pencil is small. The elephant is large. If you need to change your answer, do that now.**

 STUDENTS DO: Correct answers if needed.

TEACHER SAY: **What sense do we use to tell if the object is small or large? Raise your hand to answer.**

TEACHER DO: Select a student to answer.

 STUDENTS DO: Answer (sight).

TEACHER SAY: **Correct. The words small and large help you describe an object you SEE.**

TEACHER DO: Continue leading students through each line on the page. By the last two lines students should be able to finish on their own after you have read the words out loud. If your students need additional support either reading or writing the words, adjust these directions to suit the needs of your class.

7. TEACHER SAY: **Thank you for working hard. Let's share our work with a Shoulder Partner. If you have a different answer than your Shoulder Partner, talk about why you chose your answers. If you change your mind about your answer, it is okay to change it.**

 STUDENTS DO: Share work with a **Shoulder Partner**.

TEACHER DO: Allow students time to share with a **Shoulder Partner**.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we discovered how to describe different objects using our five senses. Pretend it is the beginning of the school day. You walk into the classroom. How would you describe entering the classroom? Think about all of your five senses.

 **STUDENTS DO:** Think about how to describe the classroom.

TEACHER SAY: Turn to a Shoulder Partner and complete the sentence. "I walked into the classroom and I _________."

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER SAY: Later in the chapter you will be able to use your five senses to help tell your story.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Match illustrations to text. • Sequence events of a story. • Act out a sequence of events.	• Role play • Order	• Strips of paper or index cards with pictures and words to describe the steps of washing hands • Student Book • Pencils • Scissors • Glue • Crayons



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **In the previous lesson, we discovered how to describe objects using our five senses. Let's play I See Very Clearly to practice describing objects. I will call a student leader to choose an object. The leader will use senses to provide clues about the object. Raise your hand if you would like to make a guess about what the object is.**

TEACHER DO: Choose a student leader.

 STUDENTS DO: Describe objects using five senses (leader). Raise hands to guess the object.

TEACHER SAY: **Nice job. _________(student's name) guessed the object. Now, play I See Very Clearly with a Shoulder Partner. When your partner guesses the object, switch roles.**

 STUDENTS DO: Play **I See Very Clearly** with a **Shoulder Partner**.

TEACHER SAY: **That was fun. We know we described objects well when our partners were able to guess the object. Later in the chapter, we will use what we know to describe objects, places, and events when we tell a story.**

2. TEACHER DO: Use strips of paper or index cards with pictures and words to describe the steps of washing hands.

TEACHER SAY: **Describing using our senses helps us communicate a story to others. When we tell a story, it is also important to put events in the right order. Let's experience why this is important. I need some helpers to come teach us how to wash our hands.**

TEACHER DO: Use **Calling Sticks** to choose four students. Give each student a card showing one step in washing hands. Mix up the order and ask student helpers to **Role Play** the steps.

 STUDENTS DO: **Role Play** steps to washing hands in the wrong order.

TEACHER SAY: **What happened while the students were role playing washing hands? Is this the right way to wash our hands? Talk with a Shoulder Partner.**

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER SAY: Raise your hand and share with happened.

 **STUDENTS DO:** Raise hands to share.

TEACHER DO: Call on several students to share.

3. TEACHER SAY: You are right. The students did not do the steps in the correct order. Washing your hands this way would not work very well. Let's help the students put the steps in the correct order.

TEACHER DO: Line up the student helpers side by side in front of the class. Have helpers hold the action cards up for the whole class to see.

TEACHER SAY: We need to find the first step. Everybody say, "first step."

 **STUDENTS DO:** Say "first step."

TEACHER SAY: When I point, the student will read the step they hold. If it is the FIRST STEP of washing hands, show me a Thumbs Up. If it is not the first step, show me a thumbs down.

TEACHER DO: Point to each student until the class shows mostly **Thumbs Up**.

 **STUDENTS DO:** Vote with **Thumbs Up** on the first step.

TEACHER DO: Continue facilitating until the class has assisted in putting all the steps in order. Use ordinal numbers (first, second, third…) to reinforce mathematics skills of describing relative position.

4. TEACHER SAY: Thank you for your help putting the steps of the routine in order. Our helpers will Role Play the routine again. Let's see if we ordered the steps correctly.

 **STUDENTS DO: Role Play** steps of washing hands in the correct order.

TEACHER SAY: What happened this time when the students acted out the routine? Share your ideas with a Shoulder Partner.

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER SAY: When the students acted out the routine in the correct order, they were able to wash hands the right way.

5. TEACHER DO: Make sure students have student books, pencils, scissors, and glue.

TEACHER SAY: You worked hard to put the steps of washing hands in order. Now, let's work on putting the steps of a story in order. Let's read the story first. Open your student book to the page Sara Bakes a Cake.

 **STUDENTS DO:** Turn to correct page in student book.

TEACHER SAY: Let's read the directions first.

 **READ ALOUD: Read the story. Cut out the pictures. Glue the pictures in the order they happened in the story.**

TEACHER SAY: First, I will read the story. Point to each word as I read it aloud.

TEACHER DO: Read story aloud.

 **STUDENTS DO:** Point to each word as it is read aloud.



TEACHER SAY: This time, we will read the story together. Point to each word as we read it aloud.

TEACHER DO: Read story aloud.

 **STUDENTS DO:** Point to each word while reading story aloud.

TEACHER SAY: Now, let's cut out the pictures.

 **STUDENTS DO:** Cut out pictures.

TEACHER DO: Circulate around the room. Provide assistance as necessary.

TEACHER SAY: Now, we will read the story a third time. We will read slowly. As we read, we will think about what just happened.

 **READ ALOUD: Sara is hungry. She decides to bake a cake with her friends.**

 **STUDENTS DO:** Read sentences aloud with teacher.

TEACHER SAY: Well, we know Sara is going to bake a cake, but nothing has happened yet. Let's keep reading.

 **READ ALOUD: First, Sara gets the ingredients.**

 **STUDENTS DO:** Read sentence aloud.

TEACHER SAY: What just happened in the story? Hold up the picture that matches what we just read.

 **STUDENTS DO:** Hold up the picture of Sara getting ingredients.

TEACHER DO: Look around the room to see which pictures are being shown. Describe the correct picture and wait until most students are holding up the correct square.

TEACHER SAY: That is correct. First, Sara is getting the ingredients. Glue the picture in the box with the number one.

 **STUDENTS DO:** Glue the picture in box number one.

TEACHER DO: Repeat the pattern of conversation above, working your way through the story. Gradually release responsibility to the students. By the fourth and fifth steps of the story, students should be able to work with a **Shoulder Partner**, then independently to choose and place the steps in the correct order. Caution students not to glue the final steps in place until they have checked answers. Circulate around the room as needed to provide guidance.

6. TEACHER SAY: You worked hard to put the story in order. Let's enjoy the story one more time. Take turns with a Shoulder Partner to tell the story again. Point to each picture as you read what is happening.

 **STUDENTS DO:** Retell story with a **Shoulder Partner**.

TEACHER DO: Circulate around the room. Provide guidance as necessary.

TEACHER SAY: Nice job. The order of events is very important to this story. What might happen if Sara had put the ingredients in the oven before mixing them? Whisper your answer into your hand.

 **STUDENTS DO: Whisper** answer into hand.

TEACHER SAY: Raise your hand to share your idea.

 **STUDENTS DO:** Raise hand to share. Share when called upon.

TEACHER SAY: You are right. The cake would not have been a cake. It would have been warm flour, milk, sugar, and eggs.

TEACHER DO: Ask more "what if" questions to reinforce the importance of the order of this story.

TEACHER SAY: **When we write a story, we are careful to tell the events in order just like we did in this activity. People are excited to hear about our experiences. If our events are out of order, our story will be confusing.**

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we discovered that some things happen in a certain order. If the order is changed, things can get confusing. Yesterday we discovered that using our senses to describe things makes people listening to a story feel like they were there. What else do you think a good story needs? Tell a Shoulder Partner.**

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER SAY: **In the next lesson, we will learn more about how to tell a story.**

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Determine beginning, middle, and end of a story. • Identify important components of beginnings, middles, and ends. • Order a mixed-up story.	• Beginning • Middle • End	• Student Book • Pencils • Crayons

PREPARATION
Make available a variety of books for students to read. Choose a book to read aloud that has a strong beginning, middle, and end. Copy the sentences from A Mixed-Up Story onto individual (large) paper strips so all students can see them.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Let's begin by choosing a student leader to lead our discussion about yesterday's learning. Yesterday we practiced putting events in order. Our question today is: Why is it important to put things in order?**

TEACHER DO: Choose student leader who will repeat the question and choose students to answer.

 STUDENTS DO: Discuss importance of sequencing.

TEACHER SAY: **Yes, putting things in order helps us understand the events, or what happens in a story. We are learning about how to write a good story. Let's take a few minutes to read a really good story.**

2. Note to Teacher: If available, give students a variety of books to read independently. Even though they may not be able to read the entire text, students may "read" the illustrations. This is simply a time to explore books and reading. If there are not enough books to share, choose two books to read aloud that have good illustrations to share with students. The second book will be used to identify beginning, middle, and end in a story.

TEACHER SAY: **I really enjoy good books. I think you do too. Let's take time to read a good story now. Pay close attention to the illustrations. The pictures will help us understand the story.**

TEACHER DO: Either pass out books or read a story to students. If students are reading independently, allow at least 10 minutes of quiet time. After adequate time, have students prepare to join in a conversation. Books will be returned after students have had a chance to talk about the stories.

 STUDENTS DO: Read or listen silently.

3. TEACHER SAY: **Let's take some time to share the story you read with a new partner. Hands Up, Pair Up to find a partner. Remember to take your books with you.**

STUDENTS DO: Find a new partner.

TEACHER SAY: Tell your partner the title and one thing about the story you read.

STUDENTS DO: Share the story, using the book as a reference.

TEACHER DO: Repeat the process two more times with different partners. Direct students to return the books and sit down to continue the discussion about books.

4. TEACHER SAY: It is so nice to hear you all discuss the books you read. What do you like about reading books?



STUDENTS DO: Share ideas.

TEACHER DO: Responses will vary. Allow discussion. Use student thoughts and feelings to direct students toward the importance of a beginning, middle, and end to a story.

TEACHER SAY: Some of you read books that were illustrations only. Some of you read books with words and illustrations. Both types of books are fun to read.

TEACHER DO: Pick up the next read aloud for the students. The beginning, middle, and end should be easily distinguished.

5. TEACHER SAY: Let's read another story. This time, we will think about the beginning, middle, and the end of the story. Listen carefully as I read the story to you.

TEACHER DO: As you read the book, stop to show illustrations and to prompt thinking about what is happening in the story. Ask students to connect pieces of the story to personal experiences when possible. Stop after reading the beginning of the story.



STUDENTS DO: Listen to story.

TEACHER SAY: What have we learned about so far in the story?

STUDENTS DO: Offer ideas (likely, knowing who the story is about and possibly where the story takes place).

TEACHER SAY: The beginning of the story introduces us to the main character. Who is this story about? Answer in unison starting with "The main character is…"



STUDENTS DO: Respond in unison.

TEACHER SAY: What do we know about the main character? Describe ________[character's name(s)] with your Shoulder Partner.

TEACHER DO: Listen to students' responses as a preassessment of how well they understand the beginning of the story and the idea of a main character.



STUDENTS DO: Discuss character.

TEACHER SAY: Now turn to your Shoulder Partner one more time, and discuss: How is the main character similar to you?



STUDENTS DO: Discuss personal similarities to the main character.

TEACHER DO: Encourage comparisons between self, others, and characters in other stories.

TEACHER SAY: You already know a lot about ________[character's name(s)]. Another important part in the beginning of the story is the setting, or where the story takes place. What do you know about the setting of the story?



STUDENTS DO: Share ideas, using descriptive phrases.

TEACHER SAY: Now you know a little about the characters in the story and where the story takes place. These are important parts of the beginning of a good story.

TEACHER DO: Continue reading the middle of the story, allowing students to enjoy the events in the story. Stop before getting to the end of the story.

 **STUDENTS DO:** Listen to story.

TEACHER SAY: What I just read is the MIDDLE of the story. A lot happens in the middle of the story. Let's share the events that are happening.

 **STUDENTS DO:** Share events.

TEACHER DO: Expand on the discussion. Include connections to students' experiences and wonderings about the story. Make connections to the beginning of the story.

TEACHER SAY: This is the middle of the story. First we read the beginning of the story, then we read the middle. A lot happened in the middle. Now I wonder what will happen in the end. What do you think will happen? Share your predictions with a Shoulder Partner.

 **STUDENTS DO:** Share predictions.

TEACHER SAY: The middle of a good story keeps us interested and makes us wonder how the story will end. Let's find out how this story ends. Listen as I read.

 **STUDENTS DO:** Listen as story is read.

TEACHER DO: Read the end of the story and pause before discussing.

TEACHER SAY: Talk to your Shoulder Partner about the end of the story. Did the story end as you predicted?

 **STUDENTS DO:** Compare the end to predictions.

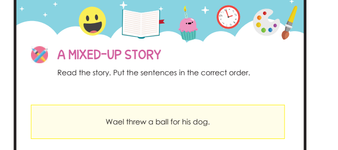
TEACHER DO: Guide students to think about how the middle of the story builds toward the end.

TEACHER SAY: Let's talk together about the end of the story. What happened to ________ [character's name(s)]?

 **STUDENTS DO:** Share what happened.

TEACHER SAY: How did the end of the story make you feel?

 **STUDENTS DO:** Share feelings.



6. TEACHER SAY: I hope you liked the story. Reading this story taught us a lot about the beginning, middle, and end of stories. Let's see if we can find these parts of a new story. Take out your student book. Turn to the page A Mixed-Up Story.

 **STUDENTS DO:** Turn to correct page.

TEACHER SAY: This is a silly story. It is all mixed up. Let's see if we can find the beginning, middle, and end to the story. I will read the directions. Follow along as I read.

 **READ ALOUD: Read the story. Put the sentences in the correct order.**

 **STUDENTS DO:** Read along with the teacher.

TEACHER DO: Take out the sentence strips that were prepared for the class.

TEACHER SAY: Each of the sentences is written on a strip. I need five students who will help us with the mixed-up story.



TEACHER DO: Choose five students. Give each student one strip to hold facing the class. Have students stand in the same order as the book.

STUDENTS DO: Volunteer and wait for instructions.

TEACHER SAY: **These sentences are the same as in your student book. Let's read the story in the order it is given.**

TEACHER DO: Read the story from the student strips. Exaggerate looking confused as you tell the story.

STUDENTS DO: Listen and react.

TEACHER SAY: **My goodness. Does the story make sense to you?**

 **STUDENTS DO:** Say no.

TEACHER SAY: **We need a beginning, middle, and end. Who can find the beginning of the story? Work with your table group. How do you think the story should begin?**

 **STUDENTS DO:** Work with table group.

TEACHER DO: Choose one or two students to come to the front of the class and move the beginning of the story to the front. Read the sentences in order as they are placed.

TEACHER SAY: **Does everyone agree that the sentences should be at the beginning?**

 **STUDENTS DO:** Respond yes or no.

TEACHER DO: Proceed with students adjusting sentences until all can agree the story makes sense. Direct students to write numbers next to each sentence in the student book to represent first, second, third, and so on.

 **STUDENTS DO:** Arrange sentences in order to tell a story.

TEACHER SAY: **Excellent. Now our story has a beginning, middle, and end.**

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Thank you for working so well with each other today. Let's choose a student leader to close our lesson for today. ________(student's name), please guide our discussion. Our question for today is: Why is it important to have a beginning, middle, and end to a story?**

 **STUDENTS DO:** Share responses.

TEACHER SAY: **Thank you for working so well together. You are becoming very good readers.**

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify the importance of setting to a story. • Determine important details to add to an illustration. • Create an illustration of a favorite place, adding important details.	• Detail • Illustration	• Student Book • Pencils • Crayons

PREPARATION

Make available a variety of picture books if possible. Include some illustration books with no text, books to read aloud, and student readers.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Let's begin by choosing a student leader to lead our discussion about yesterday's learning. Our leader will use Calling Sticks to choose who will share. Yesterday we learned about the words beginning, middle, and end. Our question is: Why are beginning, middle, and end important in a story?

TEACHER DO: Choose student leader and remind of question.

 **STUDENTS DO:** Discuss review question.

Note to Teacher: If available, give students a variety of books to read on their own. Even though they may not be able to read the entire text, students may "read" the illustrations. This is simply a time to explore reading. If there are not enough books to share, choose a read aloud with good illustrations to share with students.

2. TEACHER SAY: We are learning about how to write a good story. I love reading good stories. Let's take time to read another good story now. Today we are going to pay special attention to the illustrations we see.

TEACHER DO: Either pass out books or read a story to students. (If reading to students, adjust the conversation and instructions accordingly.) If students are reading on their own, allow at least 10 minutes of quiet time. After adequate time has passed, have students keep books and prepare to join in conversation.

 **STUDENTS DO:** Read or listen silently.

TEACHER SAY: Let's share your story with a friend, just like we did yesterday. Hands Up, Pair Up to find a partner. Remember to take your book with you.

 **STUDENTS DO:** Find partner.

TEACHER SAY: Share the title and one important thing that happened in the story.

 **STUDENTS DO:** Share with partner.

TEACHER DO: Complete one more rotation of sharing. Have students return to seats with books in hand.

3. TEACHER SAY: Look through the story you just read. Find one of the illustrations that you really like. Think about how the illustration helped you understand the story.

 **STUDENTS DO:** Review illustrations in book.

TEACHER SAY: Turn to your Shoulder Partner. Share the illustration and tell your partner how it helped you understand the story.

 **STUDENTS DO:** Share.

TEACHER SAY: Yes, illustrations are very important to a story. Let's learn more about how pictures help communicate information. I wonder if the pictures will tell a story. Turn to the student page Can Pictures Tell a Story?

 **STUDENTS DO:** Turn to correct page.

TEACHER SAY: Read the directions along with me.

 **READ ALOUD: Look at the pictures. What story do the pictures tell?**

 **STUDENTS DO:** Read along.

TEACHER SAY: Let's everyone look at the first picture on the page. We will use Think Time. Think about the setting of the picture. What season is it? Look at the details in the picture. Can you tell a story about what is happening in the picture?

 **STUDENTS DO:** Think about a story that might go along with the picture.

TEACHER SAY: I will use Calling Sticks to choose students to share. Tell us what story you see in the pictures.

TEACHER DO: Choose one student.

 **STUDENTS DO:** Tell story as other students listen.

TEACHER SAY: I like the story you told. Who can tell us some of the details in the picture that our friend used in the story?

TEACHER DO: Choose two or three students to explain details that support the story. Guide students to look at the setting, the season, the clothing, and details in the picture that explain the action. Encourage discussion between partners and in small groups. Repeat the process again with the second picture.

 **STUDENTS DO:** Identify details in the pictures that tell a story.

4. TEACHER SAY: Many of you used the setting of the pictures in your story. The setting is where the story takes place. What is the setting in the top picture?

 **STUDENTS DO:** Offer ideas (a cold place, maybe mountains).

TEACHER SAY: How did the setting help you understand what is happening in the pictures?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: What would be missing if there was no setting to the story? What if you only saw the characters, and there was nothing around or behind them? Tell your Shoulder Partner what you think.

 **STUDENTS DO:** Share ideas.

5. TEACHER SAY: You will be writing a story at the end of this chapter. Your story needs a setting to make sense. Let's think about how to illustrate the setting of a story.

TEACHER DO: Guide students to open the student book to the page My Favorite Place.

 **STUDENTS DO:** Open to correct page.

TEACHER SAY: Please look at the directions. Is there anyone who would like to read the directions for us? I will help you if you have difficulty.

Note to Teacher: It is not expected that students will be able to read all the directions at this time. If students would like to try to read orally, guide as needed. Thank students for reading to the class.

 **STUDENTS DO:** Volunteer and read along with the teacher.

TEACHER SAY: I will read the directions (again). Listen and follow along as I read.

 **READ ALOUD: Draw a picture of your favorite place.**

 **STUDENTS DO:** Listen and follow along.

TEACHER SAY: This will be fun. Think for a moment. Then tell your Shoulder Partner about your favorite place. Remember to use your senses to describe it.

 **STUDENTS DO:** Talk to **Shoulder Partner**.

TEACHER SAY: Close your eyes. I will help you think about the details of your favorite place.

 **STUDENTS DO:** Close eyes to visualize favorite place.

TEACHER SAY: Think silently while I ask you questions. Are you outside or inside?

 **STUDENTS DO:** Visualize but do not explain verbally.

TEACHER DO: Pause between the questions below.

TEACHER SAY: Use your imagination to look around. Look up. Look behind you.
- **What shapes do you see?**
- **What colors do you see?**
- **What sounds do you hear? Do you hear animals? Do you hear people?**
- **What do you feel around you? What can you touch?**
- **What do you do in your favorite place?**
- **Maybe this is a place where you have a meal or have a snack. What can you taste in your favorite place?**

 **STUDENTS DO:** Listen carefully and think silently as teacher asks questions.

6. TEACHER SAY: When you open your eyes, remain quiet. Listen to my final direction. Then you will work by yourself to complete your drawing.

 **STUDENTS DO:** Open eyes and listen to final directions.

TEACHER SAY: Use a pencil to draw your setting. Then you will add color after you have added all the details. Work quietly so you can use your memory to draw the setting. Remember, you are drawing only the setting. There should not be any characters in this drawing.

 **STUDENTS DO:** Work independently.

TEACHER DO: As needed, remind students they will not add people to the drawing. Encourage students as you walk around the class. Question students about details that might be added. Remind students to think of the best colors to use.

7. TEACHER SAY: **I see some very nice drawings. Now that you are finished, let's share our drawings. Hands Up, Pair Up to find someone to work with in the room.**



STUDENTS DO: **Hands Up, Pair Up**.

TEACHER SAY: **Share your drawing with your partner. Explain where your favorite place is and point out the important details.**



STUDENTS DO: Share illustrations with each other.

TEACHER DO: Walk around, listening to details given. After students have had time to share, bring everyone back together as a whole group.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Thank you for working so well with each other today. Let's choose a student leader to close our lesson for today. ________(student's name), please guide our discussion. Our question for today is: How do illustrations help tell a story?**



STUDENTS DO: Respond with ideas.

TEACHER SAY: **Your illustrations today told a story of your favorite place. I enjoyed your stories.**

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify the importance of main character to a story. • Describe the characteristics of a main character in a story. • Create an illustration of a main character, adding important details.	• Main character • Characteristics • Emotion • Peer edit	• Student Book • Pencils • Crayons • Books

PREPARATION
Make available a variety of picture books if possible. Include some illustration books with no text, books to read aloud, and student readers. Choose a story that has a well-developed main character to read aloud to the class.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Let's begin by choosing a student leader to lead our discussion about yesterday's learning. Yesterday we learned about the importance of illustrations in telling a story. Our question is: How do illustrations help tell a story?

TEACHER DO: Choose student leader and remind of question.

 **STUDENTS DO:** Repeat question and choose students to answer (leader).

TEACHER SAY: We are learning about communication. Telling stories is one way that we communicate. We are learning how to write a good story. Let's take a few minutes again today to read a really good story.

Note to Teacher: If available, give students a variety of books to read on their own. Even though they may not be able to read the entire text, students may "read" the illustrations. This is simply a time to explore reading. If there are not enough books to share, choose a read aloud with good illustrations to share with students.

2. TEACHER SAY: Today as you read your story, pay special attention to the main character or characters in the story.

TEACHER DO: Either pass out books or read a story to students. If students are reading on their own, allow at least 10 minutes of quiet time. After adequate time has passed, have students keep books and prepare to join in conversation.

 **STUDENTS DO:** Read or listen silently.

TEACHER SAY: Let's share your story with a friend. Hands Up, Pair Up to find a partner. Remember to take your book with you.

 **STUDENTS DO:** Find partner.

TEACHER SAY: Share the title and one important thing about the main character.

 **STUDENTS DO:** Share with partner.

TEACHER DO: Complete one more rotation of sharing. Have students return to seats after turning in the books.

3. TEACHER SAY: I heard good discussions about the main character. Now, let's read another story together. This time we will think about the main character.

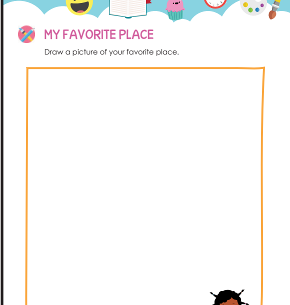
TEACHER DO: Begin reading the story. Stop after a couple of pages.

 **STUDENTS DO:** Listen closely to story.

TEACHER SAY: We have read a couple pages of our story. What do we know about the main character so far?

 **STUDENTS DO:** Share such things as boy or girl, clothing, age, and so on.

TEACHER DO: Encourage students to elaborate on ideas. Use both text and illustration as evidence for answers. As you continue to read the story, stop throughout for discussions. You want the students to see the development of the character over time. Ask questions as the story evolves. Questions may include: How old do you think the main character is? Where does he/she live? Who does the main character remind you of? Why? Would you want the character as your friend? Why or why not? Is the character happy or sad? What emotions are shown in the story and why? What is important to the character? Guide students to understand the character fully. Vary discussion between whole group and **Shoulder Partners**.



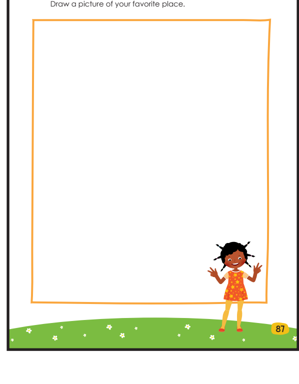
 **STUDENTS DO:** Listen and discuss the character.

TEACHER SAY: Thank you for thinking so much about the character in our story. We have learned a lot about how to describe a main character. Let's see if we can create our own main character. Please take out your student books. Turn to the page My Favorite Place that you drew last time.

 **STUDENTS DO:** Turn to correct page.

TEACHER SAY: Look at the illustration of your favorite place. Think about the details that you added.

 **STUDENTS DO:** Work independently to review page.



4. TEACHER SAY: Now let's turn to the next page in the student book, My Main Character.

 **STUDENTS DO:** Turn to correct page.

TEACHER SAY: I will read the directions. Read along with me.

 **READ ALOUD: Draw a picture of your main character. Add important details.**

 **STUDENTS DO:** Read along with teacher.

TEACHER SAY: Today you are going to draw a main character who will visit your favorite place. Use your imagination. How can you add details to your drawing to show a reader all about your main character? Let's use some Think Time.

TEACHER DO: Allow time for students to think independently.

TEACHER SAY: Talk with your Shoulder Partner. Describe your main character. What will the character look like?

 **STUDENTS DO:** Discuss characters.

TEACHER SAY: Now think about what your character will do in your favorite place. What will the character wear? What emotion will you see? How can you draw it?

 **STUDENTS DO:** Continue discussion.

TEACHER SAY: When we read our stories, we learned a lot about the main character from the illustration. Your job will be to add enough detail for the reader to know about your main character. Do you have any questions before you start?

 **STUDENTS DO:** Ask any questions.

5. TEACHER SAY: Draw your character now. Remember that your main character will be at your favorite place. We will share our drawings when we are all finished.

STUDENTS DO: Draw an original main character.

TEACHER DO: Walk around as students are working, guiding them to add details and color to the drawings. If students have trouble thinking of what to draw, suggest that they draw a main character from a favorite story they know well. While students are working, draw your own picture of a main character on the board, but do not add a lot of details.

6. TEACHER SAY: Now that you have finished your drawings, you will work with your Shoulder Partner. You will help each other think about the drawings and whether or not more details should be added. We will peer edit each other's work. This means we will help each other think about our drawings. We will help make each other's drawings better.

TEACHER DO: Share the drawing with students that you have prepared in advance. Ask students to give you advice about your drawing. If students have trouble making suggestions, prompt thinking with questions such as "What do you know about my character from my drawing?" or "What do you wish you knew, or what do you wonder?"

TEACHER SAY: While you were working, I drew a picture too. I know it needs more work. Can you give me some advice about my drawing? First, what do you like about my drawing?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Thank you. I really wanted you to see those details in my drawing. Can you tell me how I can improve my drawing?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Those are all very good ideas. I knew I needed to add more. I appreciate your help, and you have made me feel good about what I already drew. I will add those details in a few minutes.

TEACHER DO: Put aside the drawing.

TEACHER SAY: Now it is your turn to help your Shoulder Partner. You will peer edit each other's work. Share what you like about the drawing and one or two questions you have or ideas about details to add.

 **STUDENTS DO:** Peer edit each other's work.

TEACHER DO: Walk around the classroom listening to conversations. Make certain students are being kind and respectful in their comments. Model positive comments as needed. Bring students back together for closing after students have had time to make any changes.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Thank you for working so well with each other today. Let's thank your Shoulder Partner for helping you today. Tell how your partner helped you with your drawing.

 **STUDENTS DO:** Thank each other respectfully.

Lesson 6 Overview

LEARNING OUTCOMES	MATERIALS	KEY VOCABULARY
Students will: • Tell a story using only illustrations. • Create a solution to a problem in a story. • Peer edit another student's story.	• Student Book • Pencils • Crayons	• Detail • Illustration • Beginning • Middle • End • Main character • Peer edit

PREPARATION

Make available a variety of picture books if possible. Include some illustration books with no text, books to read aloud, and student readers. Choose either an illustrated book with no text or a book with strong illustrations to read aloud.



Learn (90 minutes)



Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Let's begin by choosing a student leader to lead our discussion about our learning. Yesterday, we learned about good main characters. What should we think about when writing our own story?

TEACHER DO: Choose student leader and remind of question.

 **STUDENTS DO:** Lead discussion, offer ideas.

TEACHER SAY: We are learning about how to write a good story. Let's take a few minutes again today to read a really good story.

Note to Teacher: If available, give students a variety of books to read on their own. Even though they may not be able to read the entire text, students may "read" the illustrations. This is simply a time to explore reading. If there are not enough books to share, choose a read aloud with good illustrations to share with students.

2. TEACHER SAY: Today as you read your story, pay close attention to the illustrations again. We have been learning about how illustrations add details to a story. How do they help to tell the story?

TEACHER DO: Either pass out books or read a story to students. If students are reading on their own, allow at least 10 minutes of quiet time. After adequate time has passed, have students keep books and prepare to join in conversation.

 **STUDENTS DO:** Read or listen silently.

3. TEACHER SAY: Let's share our stories. This time, Shake It Share It High Five to find a new partner. Remember to take your book with you.

 **STUDENTS DO:** Find a partner.

TEACHER SAY: Find your favorite illustration in the story. Tell why it is important to the story.

 **STUDENTS DO:** Share illustrations.

TEACHER SAY: I enjoy hearing you tell about your stories. Thank your partner and return your books. I will know you are ready when you are seated.

 **STUDENTS DO:** Thank partner and return books.

TEACHER DO: While students are sharing, get the book you will read aloud ready to share. If possible, project the story on the screen for all students to plainly see the illustrations. If the story is projected and it does have text, cover up the words so students will only focus on the illustrations.

4. TEACHER SAY: Let's read another story today. This time we will only look at the illustrations. You will tell the story yourselves using only the illustrations.

TEACHER DO: Share the pages of the book. Ask students: What do you see in the pictures? Where is the main character? What is the setting? What is happening in the story? After all the book has been shared, the students will tell the story in their own words.

 **STUDENTS DO:** Listen to story and participate in discussion.

TEACHER SAY: You noticed many details in the story. Let's go through the story one more time. This time, I will choose someone to tell the story on each page. I will model by telling the story of the first page. Then we will choose a different student to tell the story of each page.

TEACHER DO: Model telling the story as though you are reading the text.

 **STUDENTS DO:** Listen and tell story if chosen.

TEACHER SAY: What a great story. Now I have a question for you. Think for a minute before volunteering to share your ideas. Why were you able to tell the story with only the illustrations?

 **STUDENTS DO:** Use **Think Time**, then share ideas.



TEACHER SAY: Today you will tell a story with only illustrations, just like the story we just read.

5. TEACHER DO: Direct students to the next page in the student book, My Story—Beginning.

Note to Teacher: There are three pages in a row (Beginning, Middle, End) that are designed to help students create a story using only illustrations. Use each page one at a time to help break the work up into manageable chunks for the students.

 **STUDENTS DO:** Turn to next page in student book.

TEACHER SAY: The next three pages will be your story. Let's read the directions together first.

 **READ ALOUD: Draw your story. Draw the beginning of the story in the circle. Draw the middle of the story in the two rectangles. Draw the end of the story in the square.**

 **STUDENTS DO:** Follow along while reading the directions.

TEACHER DO: Show the next two pages where the middle and end of the story are. Count off on your fingers as you give directions.

TEACHER SAY: We know a good story has a beginning, middle, and end. What else do you need to make a good story?

 **STUDENTS DO:** Offer ideas (main character and setting).

TEACHER SAY: Yes. So, let's think about the story first. In your story, you will solve a problem. This is the problem for your story: Your main character wants to play football, but it starts to rain. You will decide how to solve the problem. What will your character do? Think for a minute.

TEACHER DO: Allow time for students to think about the story. If your students need more support, prompt them to consider, plan, and draw one part of the story at a time by splitting up the conversation below into three distinct parts.

 **STUDENTS DO:** Use **Think Time**.

TEACHER SAY: A story begins with a problem and ends with a solution. Your story will have four drawings. The first is the beginning of the story. What happens in the beginning of the story?

TEACHER DO: Choose students to explain the beginning of the story. Have students explain ideas by describing a possible setting and main character.

 **STUDENTS DO:** Share ideas about the beginning of a story.

TEACHER SAY: You will have one picture to show the beginning of the story. The beginning of your story should introduce your character and setting. Then you will have two drawings to tell the middle of the story. Think about how the main character will decide what to do. What will happen before he or she decides how to solve the problem?

 **STUDENTS DO:** Use **Think Time**.

TEACHER SAY: Talk to your Shoulder Partner about your idea.

TEACHER DO: Listen as students share ideas. If you notice that students need additional support, you can create one scenario for the story and develop it as a whole-class example. Be sure to emphasize that there are no correct answers to this activity, and multiple approaches are welcome. Encourage creativity and originality.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: The end of the story will be one drawing. This tells the solution to the problem. Remember, you will not be using any words. Your story will be told in the details of the drawings.

6. TEACHER SAY: I think you are ready to start. We will go through each page together. Use only the pencils to draw your picture. You will add color to the pictures later. You will draw only the beginning of your story now.

TEACHER DO: Point to the circle for the beginning of the story.

 **STUDENTS DO:** Draw the beginning.

TEACHER DO: Walk around the room, checking for understanding and detail being added to the drawing. Follow the same process through the middle and end of the story.

 **STUDENTS DO:** Continue until illustrations are drawn.

TEACHER SAY: What do you think? Do you like your stories so far?

 **STUDENTS DO:** Respond with reactions.

7. TEACHER SAY: Before we add color, let's do some peer editing like we did with our main character drawings. Hands Up, Pair Up to find a new partner. Take your student book and a pencil with you.

 **STUDENTS DO:** Find a new partner.

TEACHER SAY: Look through your partner's story without any explanation. Tell your partner two things you like about the story.

 **STUDENTS DO:** Read the story, then tell good parts of story.

TEACHER SAY: Now, share two questions or details that can be added to the story to make it better.


STUDENTS DO: Share ideas.

TEACHER SAY: Excellent. Now you have ideas to improve your story. Thank your partner and return to your seats.


STUDENTS DO: Thank partner and return to seats.

8. TEACHER SAY: Take time to add any details you think you need. Then color your drawings. Think about how color can help your story.


STUDENTS DO: Complete stories.

TEACHER DO: Help students as needed. When appropriate, ask students to clean the area and prepare for closing.

9. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Tell your Shoulder Partner your favorite thing about your story.


STUDENTS DO: Share about the story.

TEACHER SAY: Tomorrow we will share our stories. Thank you for being such good illustrators today.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Create a puppet show to tell a story. • Make puppets modeled after main characters in a story. • Respect the performance of others.	• Detail • Illustration • Beginning • Middle • End • Main character	• Student Book • Pencils • Crayons • Glue • Scissors • Supplies for Puppets

PREPARATION

Make available a variety of picture books if possible. Include some illustration books with no text, books to read aloud, and student readers. Organize supplies for students to use to create puppets. Suggestion include paper plates, construction paper or white paper, popsicle or craft sticks, yarn, buttons, etc.



Learn (90 minutes)

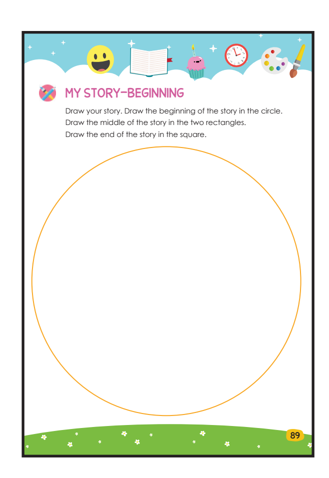
Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **We have read many stories during this chapter about communication. Think about your illustrated stories. What is your favorite thing about the story you created in the last lesson? Our student leader will lead the discussion.**

TEACHER DO: Choose student leader and remind of question.

 STUDENTS DO: Discuss favorite parts of the stories.



2. TEACHER SAY: **Thank you, ________(student's name), for leading the discussion. Let's start today by sharing our stories one more time with a new friend. Take out your student book and turn to the page My Story.**

 STUDENTS DO: Open book to story.

TEACHER SAY: **We will share our stories with another student in the room. You will give your story to your partner to read. If there are any questions about the story, you may ask your partner after you have read the story on your own. Let's Hands Up, Pair Up to find a partner.**

 STUDENTS DO: Find a partner.

TEACHER SAY: **Yesterday, we peer edited our stories. We shared two ways we liked the stories and two ways to improve. This time, after you have finished the story, tell your partner one thing you liked about it. Are there any questions?**

 STUDENTS DO: Ask any questions.

TEACHER SAY: **Enjoy the stories.**

 STUDENTS DO: Read each other's stories and comment.

TEACHER DO: Walk around the classroom, making certain students are being kind and respectful in their comments to partners. Bring students back together after everyone has shared. Invite students back to their seats after thanking partners.

3. **TEACHER SAY: We have been learning about how to tell stories and communicate our ideas clearly. Today you will use the story you have already illustrated to create a puppet. This time you will tell the story with words. Your puppet will be the main character.**

TEACHER DO: Display and explain the supplies students can use. If there are limited supplies, tell students how much can be used.

TEACHER SAY: Each of you will work on your own to create your puppet. You can ask for advice from your Shoulder Partner or from me, but you will make your own puppet to represent your main character. What will you have to think about when creating your puppet?



STUDENTS DO: Share ideas such as add details and make the puppet like the character in the story.

TEACHER DO: If you have yarn for hair, buttons for eyes, or other special pieces, consider demonstrating or having students **Brainstorm** how the pieces can be used.

TEACHER SAY: Do you have any questions before you start working?



STUDENTS DO: Respond with questions.

TEACHER SAY: You will have ______(number of minutes) to make your puppet. If you have extra time, think about how you will use your puppet to tell the story you illustrated yesterday.



STUDENTS DO: Create puppets, asking for help as needed.

TEACHER DO: Help students as needed. Remind students to add details to the puppet. When everyone has completed the puppet, bring the students back together.

4. **TEACHER SAY: What great puppets I see. We will take five minutes for you to practice acting out your story with your puppets. Then everyone will get a chance to tell the story to your classmates.**



STUDENTS DO: Practice with puppets.

TEACHER DO: Create groups for the students while they are working. If possible, have four or five students in each group. Once students come back together, divide into the groups. Assign areas of the room for each group to work.

5. **TEACHER SAY: It is time to perform. Take turns telling your story with your puppet. When you have finished, choose two people to share something they liked about your story. Choose one person to share a question or a way you could make your story better.**



STUDENTS DO: Tell stories, listen, and give feedback.

TEACHER DO: Walk around the classroom monitoring behavior. When all students have finished telling stories, ask students to return to seats for closing.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: It was fun for me to hear all your stories. Thank you for listening and helping each other today. Tell your Shoulder Partner what you will tell your family about today's learning.



STUDENTS DO: Talk with **Shoulder Partner**.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Recall details of a trip relating to the five senses. • Begin to compose a personal narrative to recount the details of a favorite trip.	• Narrative	• Board or Chart Paper • Chalk or Markers • Student Book • Pencils • Crayons (red, green, yellow, blue, and orange) for each student/group of students to use • Two Grapefruits, Oranges, or Figs (if possible) • Five Senses Chart Paper

PREPARATION

Before starting the lesson, prepare a Five Senses Chart Paper. This should have a picture of each body part with the sense word under it, such as an eye with the word "sight" under it. Additionally, if you can bring in the fruit listed in the materials, prepare fruit by slicing one piece into small pieces that can be shared, and keeping one piece of fruit whole. If you are unable to bring in fruit, find a few pictures of the fruit mentioned, and have students provide sense-based clues from prior experiences. Adjust the conversations accordingly.



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **At the beginning of this chapter, we learned that describing an experience using our senses adds interesting detail to a story. Let's review our senses one more time. I use my nose for what sense? You can answer in unison.**

 STUDENTS DO: Answer in unison (smell).

TEACHER DO: Point to each of the remaining four body parts and have students name the other four senses.

 STUDENTS DO: Name senses related to each body part listed.

TEACHER SAY: **Great job reviewing parts of our bodies that help us with each of the five senses.**

2. TEACHER DO: Hang up the Five Senses Chart Paper at the front of the room.

TEACHER SAY: **Our senses help us to communicate our experiences with others.**

TEACHER DO: Use **Calling Sticks** to select a student to help in the next activity.

TEACHER SAY: **I am going to give _________(student's name) something to eat. Our helper will describe this food to you using all five senses. Then you will guess the food. The hard part is that you will have your eyes closed the whole time. Are there any questions?**

 STUDENTS DO: Ask questions to clarify directions.

TEACHER SAY: **Please put your heads down and cover your eyes.**

TEACHER SAY: **I am handing the food to ___________.**

TEACHER DO: Hand orange (or other fruit) to student.

TEACHER SAY: ________, please use your sense of touch to describe how the food feels.

 **STUDENTS DO:** Describe fruit weight and texture.

TEACHER DO: Write the student's descriptive words on a chart paper or the board at the front of the class.

TEACHER SAY: Now, lightly tap on the piece of fruit. Please use your sense of sound to describe what the fruit sounds like.

 **STUDENTS DO:** Tap lightly on the fruit. Describe the sound as a thud or a tap.

TEACHER DO: Write the student's descriptive words on a chart paper or the board at the front of the class. Continue prompting the student to use the remaining three senses to describe the fruit for the class.

TEACHER SAY: ________ is now giving me the food back. Please keep your eyes closed until I tell you to open them.

 **STUDENTS DO:** Give the teacher back the fruit.

TEACHER DO: Hide the fruit.

3. TEACHER SAY: Heads up and eyes open, please. Our student leader will use Calling Sticks. If you are chosen, please guess what type of food was being described.

 **STUDENTS DO:** Use **Calling Sticks** to select students to guess the food. If any student guesses correctly, congratulate them and the helper for providing detailed descriptions.

TEACHER SAY: Wonderful. You guessed it correctly. That means our helper used good words to describe the fruit. ________, please have a seat.

 **STUDENTS DO:** Return to seat.

TEACHER DO: Hold up a whole orange, not the one opened for the student leader to eat.

TEACHER SAY: Our student leader used sense words to describe this food to you. Some words used were (read words from list on board).

TEACHER DO: Read all of the words from the board that student leader used to describe the fruit.

TEACHER SAY: These descriptions help you "see" the orange even with your eyes closed. The same is true with a story. For example, if you have never seen a tiger in the wild, you can read a story about one and feel like you can see the tiger even with your eyes closed. A good author describes senses to make the story feel real.

4. TEACHER SAY: In this lesson, you will be using your senses to begin a story about a trip you have taken. This can be a trip to the market, a friend's house, another city, or even another country. Think for a moment about a trip that you enjoyed. Picture it in your mind.

 **STUDENTS DO:** Take **Think Time** to remember a trip.

TEACHER SAY: Can we have three students volunteer to share the location of your trips?

 **STUDENTS DO:** Share trip locations.

TEACHER SAY: Let's all turn to a Shoulder Partner and describe the location and two other things about our trip.

 **STUDENTS DO:** Tell **Shoulder Partner** about a trip.

TEACHER DO: Give students a few minutes to each share stories with a **Shoulder Partner**. Tell the students to switch who is listening and who is talking halfway through the allotted time.

TEACHER SAY: I heard a lot of great stories. I am looking forward to hearing all of your stories over the next few days. So far in this chapter, we have been using the word "story." Today we are going to learn a new word for story. NARRATIVE is another word we can use instead of saying story. A narrative is a story about a series of events. Can you repeat the new word and definition with me? Narrative: a story about a series of events.

 **STUDENTS DO:** Repeat word and definition.

TEACHER SAY: The stories we write today will be a personal narrative, because your story will be about a place that you went and things that you have done. Can anyone guess who the main character of your story will be?

 **STUDENTS DO:** Offer ideas (themselves).

THINKING ABOUT MY TRIP–SENSES

Complete each sentence to describe your trip. You will not use all of the senses in your final story.

SIGHT: What did you see on your trip?

I saw

SOUND: What did you hear on your trip?

I heard

SMELL: What did you smell on your trip?

I smelled

TASTE: What did you eat while on your trip?

I ate

TOUCH: What did you touch while on your trip?

I touched

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5. TEACHER SAY: For the last story you told, you drew illustrations and used a puppet to communicate. You did not write any words down for your story. Today we are going to start with the words of our story. Please open up your student book to the page called Thinking About My Trip—Senses.

 **STUDENTS DO:** Open student book to correct page.

 **READ ALOUD: Complete each sentence to describe your trip. You will not use all of the senses in your final story.**

TEACHER SAY: Take a moment to think about what happened on your trip. This narrative will be an opportunity to communicate and share your good experiences. I know that I am very excited to read and hear all of your stories.

 **STUDENTS DO: Think Time** to remember the events of the trip.

TEACHER SAY: Let's think about the senses you used. Can you remember some of the things you saw, smelled, tasted, touched, or heard during your trip? Close your eyes and try to remember.

TEACHER DO: Point to the Five Senses Chart Paper. Point to the picture of each sense as you say its name.

 **STUDENTS DO:** Close eyes and remember their trip or trips using their five senses.

TEACHER SAY: Now, I will read each question and then give you time to complete the sentence.

Note to Teacher: You may want to write some high frequency words on the board ahead of time to anticipate helping students as they complete the sentences. Support students appropriately based on individual needs.

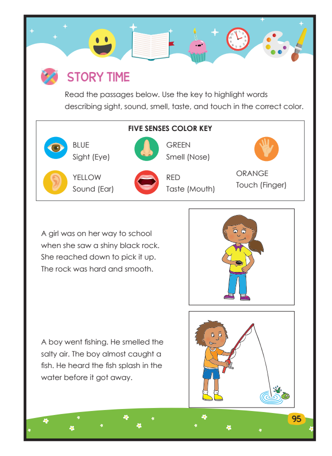
 **READ ALOUD: What did you see on your trip? I saw ______________.**

TEACHER SAY: Think about what you saw on your trip. Write what you saw to complete the sentence.

 **STUDENTS DO:** Complete the sentence.

TEACHER DO: Write sample completed sentences on the board throughout this activity to use later as an example. Repeat this process for each of the five senses, guiding students to add details to the student book page.

Note to Teacher: You may also want to circulate around the classroom as students complete sentences. Students will be working together to correct spelling later in the chapter, so it is not crucial that spelling is correct now. Encourage students to spell things to the best of their ability so that the lesson is not slowed down.



STORY TIME

Read the passages below. Use the key to highlight words describing sight, sound, smell, taste, and touch in the correct color.

FIVE SENSES COLOR KEY

BLUE Sight (Eye)
GREEN Smell (Nose)
YELLOW Sound (Ear)
RED Taste (Mouth)
ORANGE Touch (Finger)

A girl was on her way to school when she saw a shiny black rock. She reached down to pick it up. The rock was hard and smooth.

A boy went fishing. He smelled the salty air. The boy almost caught a fish. He heard the fish splash in the water before it got away.

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6. TEACHER SAY: **Wonderful job, class. You did a lot of good thinking and writing for your personal narrative. We are going to add detail to our stories, but first let's take a break from writing. Let's practice recognizing sense descriptions. Turn to the page Story Time.**

 STUDENTS DO: Turn to the correct page in the student book.

 READ ALOUD: **Read the passages below. Use the key to highlight words describing sight, sound, smell, taste, and touch in the correct color.**

TEACHER SAY: **I will read one passage at a time. Then as a class, we will discuss which senses are being used in the passage and highlight the descriptive words in the correct color.**

 READ ALOUD: **A girl was on her way to school when she saw a shiny black rock. She reached down to pick it up. The rock was hard and smooth.**

TEACHER SAY: **Discuss with your Shoulder Partner which senses were used to describe the events of the story.**

 STUDENTS DO: Discuss the senses used in the story.

TEACHER DO: Use **Calling Sticks** to select two students to share what senses they observed. After each suggestion, note the color from the legend and have students highlight the descriptive words with the appropriate color. Model for students as needed. For example, students will color the words "shiny" and "black" with the color blue, for SIGHT.

TEACHER SAY: **The two senses used in that passage were sight and touch. Let's read the next passage.**

TEACHER DO: Repeat the process for the second story on the page.

TEACHER SAY: **The two senses used in that passage were smell and sound. When we tell a story, we only need to describe the senses that best help explain the story. For example, it would be strange if I had said that the girl TASTED the rock…**

TEACHER DO: Pause for students to imagine this scene, allowing students to react.

TEACHER SAY: **Taste would not have been an appropriate sense to use to describe that event. If I were describing a girl eating a dessert, then taste would be an appropriate sense to include.**

TEACHER DO: Use **Calling Sticks** to select a student.

TEACHER SAY: **________, what senses were NOT included in the passage about the boy fishing?**

 STUDENTS DO: Answer, "Sight, taste, and touch."

TEACHER SAY: **Correct. Sight, taste, and touch were not included. If the author included sight, what do you think he could have described?**

 STUDENTS DO: Offer ideas.

TEACHER DO: Point to the sense of sight on the Five Senses Chart Paper.

TEACHER SAY: **Taste would have been odd again, because there was nothing for the boy to taste. If the story included him cooking the fish for dinner, taste would have been a great detail to add.**

TEACHER DO: Point to the senses of taste and touch on the Five Senses Chart Paper.

TEACHER SAY: **We know that using our senses helps us to explain our experiences when writing a story. Including descriptions using our senses makes our stories more realistic and more exciting. But is it important to include ALL five senses in every story you write? Discuss this question with your Shoulder Partner.**

 STUDENTS DO: Discuss whether all five senses should be included.

TEACHER DO: Use **Calling Sticks** to select a student.

TEACHER SAY: ________, what do you think? Is it important to include ALL five senses in every story you write? Explain your thinking.

 **STUDENTS DO:** Offer ideas and explain thinking.

TEACHER SAY: Correct. You do not have to include all of the senses. Sometimes a sense is either not needed to communicate the story or is not appropriate.

DESCRIBING MY TRIP
Describe the setting, characters, and events.
WHERE did you go on your trip?
SETTING
I went to on my trip.
WHO went on the trip with you?
CHARACTERS
I went on my trip with
WHAT did you do on your trip?
EVENTS
EVENTS
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7. TEACHER SAY: Let's return to writing our stories. Turn to the next page in your student book called Describing My Trip.

 **STUDENTS DO:** Turn to the correct page in the student book.

 **READ ALOUD: Describe the setting, characters, and events.**

TEACHER SAY: You have thought about how your five senses can help you tell a story. Now, let's describe our trips by thinking about the SETTING, CHARACTERS, and EVENTS. Who can remind us of what SETTING means?

 **STUDENTS DO:** Offer suggestions for definition of setting.

TEACHER SAY: Yes, the SETTING is where the story takes place. The CHARACTERS are the people who are part of the story. What about EVENTS? Can someone explain the meaning of EVENTS?

 **STUDENTS DO:** Explain events as what happens in a story.

TEACHER SAY: So far, we know that the setting is WHERE a story takes place. The characters are WHO is in the story. And the events are WHAT happens in the story. Let's read each sentence together. Look for the words WHERE, WHO, and WHAT as I read aloud.

TEACHER DO: Indicate after each sentence that students should fill in the information. Assist as needed, depending on the needs of your students.

 **READ ALOUD: WHERE did you go on your trip? WHO went on the trip with you? WHAT did you do on your trip?**

 **STUDENTS DO:** Write details regarding setting, characters, and events of the story based on their trip.

TEACHER SAY: Thank you for thinking hard about your stories. We will share more about our stories tomorrow.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today, we learned that using our senses can help us better communicate and describe our experiences. You also described the setting, characters, and events of your stories.

TEACHER DO: Use **Calling Sticks** to select one student to be the student leader for the closing of the lesson.

TEACHER SAY: _______, will you please lead the closing portion of our lesson? Please use Calling Sticks to select three students. Ask these students what senses they think will be important to include in their story.

 **STUDENTS DO:** Share which senses they may choose to include.

TEACHER SAY: This has been a great start. You are all well on your way to writing your personal narratives.

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Sequence the events in a story to draft a personal narrative. • Provide a sense of closure. • Edit partner's narrative, correcting any spelling errors. • Finalize personal narrative recounting a favorite trip.	• Sequencing • Closure	• Board or Chart Paper • Chalk or Markers • Student Book • Crayons • Pencils • Scissors • Glue



Share (90 minutes)

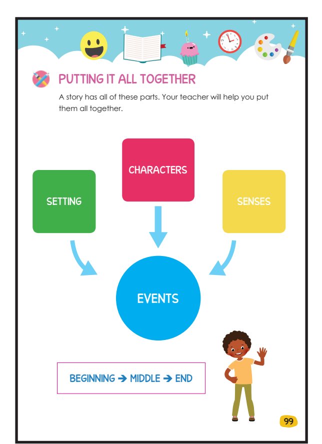
Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER DO: Use **Calling Sticks** to select a student leader. Have the leader select three **Calling Sticks** for students to share something they learned in the previous lesson.



STUDENTS DO: Facilitate review; share what was learned.



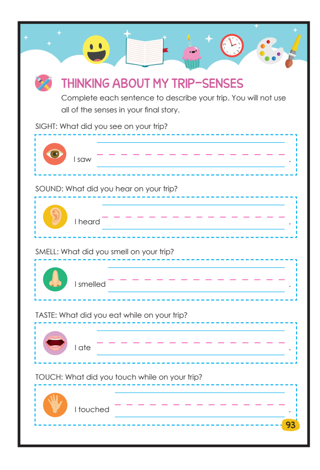
2. TEACHER SAY: **In our last lesson, we worked on the details of our stories. We decided on the SETTING. We decided who the CHARACTERS would be. We decided on some EVENTS—what happens in our stories. We also used our SENSES to make our descriptions more exciting. In order to create a good story, we need to put all of these things together. Open your student book to the page Putting It All Together.**

TEACHER DO: Open student book and point to the graphic that shows the elements of the story coming together.

TEACHER SAY: **Today we are going to finish our stories. First, we are going to remember what our setting is. Second, we are going to recall our characters. Third, we are going to decide which senses to include. And last, we are going to describe our events of the story. Let's look back at the pages we have already completed.**



STUDENTS DO: Review previous student book pages.



TEACHER SAY: **Let's look back at the page where we wrote about our senses. I want you to choose which three senses you really want to include in your story. Share the senses page (Thinking About My Trip—Senses) with your Shoulder Partner. Pick three of these to include in your story.**



STUDENTS DO: Share senses sentences with a **Shoulder Partner**.

TEACHER DO: Circulate to listen to student conversations. You may wish to model the process of narrowing from five senses descriptions to three with an example that you create. For example, if the trip was to a market, you may want to include sight, sounds, and touch, but not taste or smell, as the goods being sold could not be eaten.

TEACHER SAY: Draw a circle around the three senses that you want to include in your story. For example, if you want to include SIGHT in your story, draw a circle around the picture of the eye. Remember, you only have to include three senses in your story.

 **STUDENTS DO:** Select three senses. Draw circles around icons to indicate selection for final story.

3. TEACHER SAY: The next step is to consider the setting and the characters. Look back at the student book page Describing My Trip. You already wrote WHERE the story would take place, WHO would be included as characters, and WHAT would happen in your story. Tell your Shoulder Partner the setting, characters, and events in your story.

 **STUDENTS DO:** Share with partners.

4. TEACHER SAY: We have already done a lot of work to prepare to write our stories. Let's cut out all of these sentences. Make sure to cut on the dotted lines.

TEACHER DO: Point to all sentence strips and trace your finger around the dotted lines. Ensure every student has a pair of scissors.

 **STUDENTS DO:** Cut out all sentence strips on the dotted lines.

TEACHER SAY: The next step is to organize the sentences in our narratives. They need to be in the correct order, just like our steps for washing hands or baking a cake. Today you will put the sentences you wrote in order.

TEACHER SAY: Please clear your desk of everything except the sentence strips you just cut out. Let's count how many we have. Count with me: 1, 2, 3, 4, 5, 6, 7.

 **STUDENTS DO:** Count sentences. (There should be seven.)

5. TEACHER DO: Pick up your sentence strips and mix them up.

TEACHER SAY: I have just mixed up my sentence strips so that they are in a random order and will now read my story aloud to the class.

TEACHER DO: Read sentences in whatever order they appear.

Note to Teacher: This activity demonstrates for students that the order of sentences matters. The story should be intentionally confusing when read out of order.

TEACHER SAY: That story seemed a bit confusing. It was hard to follow. What type of sentence or piece of information do you think should go first in our stories?

 **STUDENTS DO:** Offer ideas.

TEACHER DO: At the front of the room (on chart paper or on the board) draw a large rectangle and divide that rectangle into three parts. Label the top part BEGINNING, the middle part MIDDLE, and the bottom part END.

TEACHER SAY: Earlier in the chapter, we learned that a narrative has a beginning, middle, and an end. Our goal is to put our sentences in the correct order so that our whole narrative makes sense. Let's start at the beginning. The first thing our audience will want to know is, "Where were you?" Can you find the sentence that gives the location or setting of your trip?

TEACHER DO: Select the sentence box "I went to _____ on my trip."

 **STUDENTS DO:** Look through sentences. Select the one that starts "I went to…"

TEACHER SAY: Great job. You should be holding the sentence that says "I went to _________ on my trip." Place this sentence near the top of your table.

TEACHER DO: Tape the sentence to the very top of the BEGINNING part of the rectangle.

TEACHER SAY: What about the sentence, "I went on my trip with ______"? That explains the characters in the story. Do you think this belongs at the beginning or in the middle of your narrative? Show me a Thumbs Up if you think the beginning.

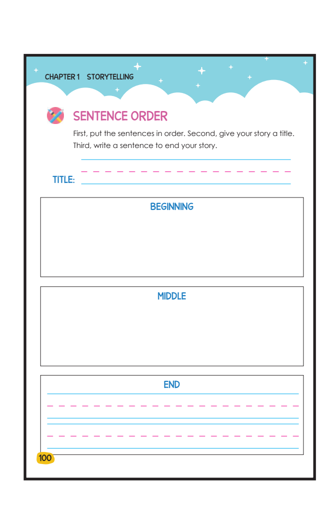
 STUDENTS DO: Thumbs Up.

TEACHER DO: Add the sentence about characters below the setting sentence. Both of these should now be in the BEGINNING section.

TEACHER SAY: I agree. This one also goes at the beginning. Place it underneath the first sentence.

TEACHER DO: Continue guiding the students through ordering the sentences, alternating between giving suggestions in a Think Aloud and asking the students questions about what comes next. Place the events and sensory descriptions in the MIDDLE of the story, then have students glue the story together before adding an ending.

 STUDENTS DO: Continue to order the sentences of the narrative.



6. TEACHER SAY: You have done a great job deciding on a good order for your story. Let's open our student book to the page called Sentence Order so you can glue your sentences in order.

 STUDENTS DO: Open student book to the correct page.

TEACHER DO: Ensure that all students have access to glue.

 READ ALOUD: **First, put the sentences in order.**

TEACHER SAY: Look at each of your sentence strips. Let's take some time to make sure our story is in the correct order. Turn to your Shoulder Partner and read all of the sentences to each other. Listen carefully and take turns. I will walk by and tell you when you are ready to glue down your sentences.

 STUDENTS DO: Read sentences, in order, to partners. Glue sentences down when instructed.

TEACHER DO: Circulate to assist students who need extra help with reading. You may choose to select several students to read to the entire class instead of having students work in partners. Adjust to meet the needs of the students in your class. Instruct students to glue down the sentences once the stories make sense. It does not matter if the stories are completely logical—the activity here is designed to allow students practice in creating a story with a beginning, middle, and end. There is no need for mastery at this point.

 READ ALOUD: **Second, give your story a title.**

TEACHER SAY: Now that you have the sentences in order, let's think of a title for your stories. Brainstorm several possible titles with your Shoulder Partner. Once you both decide on your story titles, show me you are ready by showing me a Thumbs Up.

 STUDENTS DO: Discuss possible titles with partners. Indicate readiness by showing a Thumbs Up.

TEACHER DO: Call on several students to share titles once you see a majority of the class is ready. If you want to spend more time on creating titles, you may extend this to a longer class discussion.

TEACHER SAY: Thank you for sharing your titles. Write the title of your story at the top of the page on the line marked "TITLE." If you need help spelling a word, raise your hand and I will help you.

 STUDENTS DO: Write story titles.

7. TEACHER SAY: We have one more section left to our story. We have a beginning and a middle. Does anyone remember what we are missing?


STUDENTS DO: Offer ideas (the end).

READ ALOUD: Third, write a sentence to end your story.

TEACHER SAY: How can we add a sentence to end our story? Discuss this question with your Shoulder Partner.


STUDENTS DO: Discuss with **Shoulder Partner**.

TEACHER DO: Select a few students to answer the question. Be prepared to model the end of your own story for the class.


STUDENTS DO: Offer ideas.

TEACHER SAY: Maybe this will give you a clue. Listen to my story.

TEACHER DO: Read the sentence strips that you taped onto the chart paper as a sample.

TEACHER SAY: Does this story sound finished? Does it sound like it has an end?

TEACHER DO: Select a student to answer this question.


STUDENTS DO: Answer. (No, it does not sound finished.)

TEACHER SAY: Here is how I am going to end my story: I liked my trip to the market because I was able to buy a new book to read. (Replace with an example that fits your example story.)

TEACHER DO: At the front of the class write the sentence: I liked my trip to ________ because ____________.

TEACHER SAY: Take some time to think about your answer and then complete your sentence on the line in the END section.


STUDENTS DO: Complete the sentence in the end section.

8. TEACHER SAY: You have just completed your story. Turn to your Shoulder Partner and give them a high five. Congratulations.


STUDENTS DO: High five a neighbor.

TEACHER SAY: I am excited for you to share your stories with new partners. Let's Hands Up, Pair Up to find a partner.


STUDENTS DO: Find partner.

TEACHER SAY: This is your new partner. Let's return back to our seats—you do not need to sit in your assigned seat. Just make sure you sit next to your new partner.


STUDENTS DO: Return to seats.

TEACHER SAY: You will read your story to your partner. Partners, listen carefully to the story and be ready to read once it is your turn.

STUDENTS DO: Share and listen to partner's stories.

TEACHER DO: Circulate around the classroom, providing support as needed.

TEACHER SAY: When you are done reading, tell your partner one thing you like about the story. Then ask one question.

STUDENTS DO: Provide respectful feedback to partner.

TEACHER SAY: Thank you for sharing. We can all help each other become better storytellers. Please return to your original seats.

 **STUDENTS DO:** Return to seats.

9. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER DO: Use **Calling Sticks** to select a student leader.

TEACHER SAY: _______, will you please lead the closing discussion?

 **STUDENTS DO:** Come to the front of the class (leader).

TEACHER SAY: We worked hard to finish our stories today. Please ask your classmates, "What do you think we will do during tomorrow's lesson?" You can use Calling Sticks or call on students with hands raised to answer.

 **STUDENTS DO:** Facilitate discussion about tomorrow's lesson.

TEACHER SAY: Thank you, ________. Good job, everyone. We had a very productive class today.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Illustrate the final draft of the personal narrative. • Present and share stories with class. • Evaluate other students' stories.	• Illustration	• Chart Paper • Crayons • Pencils • Student Book



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **In the last lesson, we finished our personal narrative. Today, we will create a final illustration and share our narratives with our classmates.**

TEACHER DO: Use Calling Sticks to select a student leader.

TEACHER SAY: **________, please come lead our introduction. Let's share our thoughts on what we enjoy about storytelling.**

 STUDENTS DO: Call on students to share (leader).

TEACHER SAY: **Storytelling is so important. It helps us share our experiences with others. We can learn from stories. We can share about ourselves through stories. We can also have fun reading and telling stories. Thank you, ____________, please return to your seat.**

 STUDENTS DO: Return to seat.

2. TEACHER SAY: **Please open your student book to the page called Illustration.**

 READ ALOUD: **Draw a final illustration for your story.**

TEACHER SAY: **Let's take a moment to look back in our student books. When we were choosing how to describe our story using our senses, we drew a picture. Turn back to the picture and decide if you want your illustration to be a better version of this picture or if you want to draw something new.**

 STUDENTS DO: Turn to the previous page and think about what they want to draw.

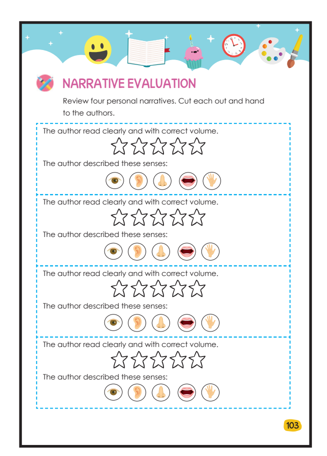
TEACHER SAY: **Next, describe what you will draw to your** Shoulder Partner. **Tell your** Shoulder Partner **how it represents your trip.**

 STUDENTS DO: Describe illustration ideas to a Shoulder Partner.

TEACHER SAY: **When you create your illustration, start first with a pencil drawing so that you can erase and redraw something if you make a mistake. Once you finish your lines, color in your drawing with crayons.**

 STUDENTS DO: Create illustrations.

TEACHER DO: Circulate around the room providing support as needed.



3. TEACHER SAY: You will now get a chance to share your personal narratives with your classmates. Listen carefully to your friends' narratives. We are going to comment on our friends' stories. Open your student book to the page called Narrative Evaluation to learn more.



STUDENTS DO: Open to the correct page.

TEACHER SAY: You will review four friends' personal narratives.

READ ALOUD: Review four personal narratives. Cut each out and hand to the authors.

TEACHER SAY: Follow along as I read the evaluation.



READ ALOUD: The author read clearly and with correct volume.

TEACHER SAY: Can I have a volunteer demonstrate a good volume to use in class?



STUDENTS DO: Provide an example of "correct volume."

TEACHER SAY: If the reader did very well, color in all five stars. If the reader could have had a better volume, color in one or two stars.

READ ALOUD: The author described these senses.

TEACHER SAY: To answer this question, you will color in the correct parts of the body. For sight, color in the eye, and so on. You will complete an evaluation for each member of your group. Are there any questions?

TEACHER DO: Pause for understanding.

STUDENTS DO: Ask questions for clarification.

TEACHER SAY: Now that you understand how to evaluate the members of your group, I will tell you which group you are in and where to go to meet with your group.

TEACHER DO: Assign groups of five and indicate locations for groups to meet. Remind students to bring student books and a pencil with them.

STUDENTS DO: Gather in assigned group locations.

TEACHER SAY: I will come around and tap one student on the shoulder. That will be the first reader. After that, the person to the right goes next.

TEACHER DO: Walk around tapping one student from each group on the shoulder as you talk.

TEACHER SAY: Last reminder before we start. When you are reading, please make sure you speak loud enough for the members of your group to hear you, but not too loud so that the other groups can hear you. You may begin.

TEACHER DO: Circulate around the room supporting the groups as needed.

STUDENTS DO: Read narratives and evaluate narratives.

TEACHER SAY: It looks like everyone is finished.

TEACHER DO: Ensure that group locations have scissors and glue.

TEACHER SAY: Now, cut out all of the evaluations on the dotted lines.

STUDENTS DO: Cut out all evaluations.

TEACHER SAY: Then shake the hand of each author and give them your review.

STUDENTS DO: Pass out evaluations to the correct person.

TEACHER SAY: Once you have all of your evaluations from friends, take a moment to read them.

4. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: I am so proud of everyone. Look at how much you have accomplished. In this chapter we focused on storytelling. Storytelling is one way that we communicate. What other ways can we communicate? Discuss with your Shoulder Partner.

 **STUDENTS DO:** Share ideas with **Shoulder Partner**.

TEACHER SAY: I heard some great ideas. We will learn more in our next chapter.

PRIMARY 1

Multidisciplinary

COMMUNICATION

Chapter 2: Communicating with Numbers

Theme Overview

Communicating with Numbers

COMPONENT	DESCRIPTION	LESSONS
Discover	Students discover the importance of numbers in our world. Students create and conduct a classroom survey to learn about classmates and identify information that can be expressed by numbers.	3
Learn	Students learn about past and present technology that supports communication with numbers. Students use strategies to time one minute. Students create a schedule for a friend's party, including time and events.	4
Share	Students share how to use numbers and math stories to communicate information about themselves and the environment to other students.	3

Connection to Issues



Citizenship: We belong to a family. We each have a role in our country.

Environmental Issues: We care about the earth. We are part of a community that sustains the environment.

Life Skills Addressed

Communication

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. • Identify the relationship among different items. • Observation. • Ask questions. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. • Fluency. **Problem Solving:** • Identify the problem. • Collect data. • Suggest solutions to problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Respect for others' opinion. • Exchange information. **Productivity:** • Set clear goals. **Decision Making:** • Select the appropriate alternative. **Negotiate:** • Effective listening. • Good inquiry.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Trust others.
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression. • Verbal and non-verbal communication. **Resiliance:** • Adapt and make adjustments to meet challenges.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

Phonics and Word Recognition

- Read common, high-frequency words by sight.

Fluency

- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Comprehension: Informational Text

- Follow written instructions.
- Ask and answer questions about key information in text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, read informational text appropriately complex for Primary 1.

Language: Vocabulary Acquisition and Use

- Participate in collaborative conversations.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

WRITING:

Foundational Skills

- Write two- or three-word sentences (imitating and independently).
- Write high-frequency words.

Narrative

- Add drawings to convey meaning.

SPEAKING AND LISTENING:

Foundational Skills

- Use appropriate vocabulary, gestures, facial expressions, and body language for the situation.
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Fluency

- Produce complete sentences when appropriate to task and situation.

MATH:

Counting and Cardinality

- Count by ones and tens to 100.
- Read and write numerals from 0 to 100.
- Understand the relationship between numbers and quantities up to 100.
- Write numbers and represent quantities with a number to 100.
- Apply the ten-frame structure as another way to represent quantities in familiar grouping.

Operations and Algebraic Thinking

- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- Fluently add and subtract within 10.
- Use addition and subtraction within 20 to solve word problems with unknowns in all positions.
- Add and subtract units of money to 100 Egyptian pounds.

Numbers and Operations in Base Ten

- Compare numbers 0 to 20, using >, =, and < symbols.
- Describe the position of objects using ordinal numbers to 10th.
- Read and write numerals to 100.
- Compare 2 two-digit numbers using the using >, =, and < symbols.
- Add within 100
  - adding a two-digit number and a one-digit number.
  - adding a two-digit number and a multiple of 10.
  - using concrete models or drawings and strategies based on place value.
  - properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used.
  - understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Measurement and Data

- Tell and write time in hours using analog and digital clocks.
- Organize data with up to three categories into bar graphs and pictographs.
- Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

SCIENCES:

Engineering Design and Process

- Develop an understanding of the characteristics and scope of technology.
- Develop an understanding of the role of society in the development and use of technology.
- Develop an understanding of the role of troubleshooting, research and development, invention, and experimentation in problem solving.

SOCIAL STUDIES:

Roles and Responsibilities of Citizens

- Apply general rules and ethics in life.
- Participate in creating general rules and ethics in life.
- Communicate effectively with others.
- Differentiate between acceptable and unacceptable behaviors.
- Communicate politely, using vocabulary such as please and thank you.

ART:

Drawing and Coloring

Main Concepts of Art Education

- Identify the primary colors (red, blue, and yellow).
- Predict what color they will create when mixing two or more colors.

Using Materials to Create Art

- Use simple geometric shapes to create images of things in the surrounding environment.

Printing

Printing and Colors

- Use fingers and palms in printing.
- Express imagination by mixing and printing colors to create random shapes.
- Use a variety of objects to print different shapes and textures.

EDUCATIONAL MEDIA:

Journalism

Identifying Basic Elements of Journalism and Journalistic Arts

- Create and conduct a survey in the classroom.

INFORMATION AND COMMUNICATION TECHNOLOGIES:

- Use digital technologies (i.e., computer) appropriately to support learning.

CH 2 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Identify ways numbers communicate information. • Describe a personal experience using numbers to gain information. • Discuss the importance of numbers in our world.
2	**DISCOVER: Students will:** • Participate in a number scavenger hunt. • Identify examples of numbers around the school. • Identify information provided by numbers.
3	**DISCOVER: Students will:** • Ask questions about classmates. • Create question and answer surveys. • Identify information gathered from surveys. • Compare results of surveys using more than, less than, same as.
4	**LEARN: Students will:** • Identify missing components of a pictograph and a bar graph. • Compare a bar graph to a pictograph. • Create a bar graph to represent data from a survey. • Analyze results of survey data.
5	**LEARN: Students will:** • Test strategies to mentally time one minute. • Practice telling time using an analog clock.
6	**LEARN: Students will:** • Use ordinal numbers to describe time. • Identify answers to questions within a text. • Brainstorm ideas as a group. • Plan a schedule for a party. • Collaborate with a partner to solve a problem.
7	**LEARN: Students will:** • Investigate math tools used as technology. • Make a simple abacus and use to skip count and add.
8	**SHARE: Students will:** • Compose both an addition and subtraction sentence in which each number represents a tangible object. • Compose math stories, including an addition and subtraction sentence, that communicate a personal detail.
9	**SHARE: Students will:** • Create new colors from primary colors. • Sketch a draft illustration in pencil to accompany each math sentence. • Use various art materials to create illustrations to accompany each math story.
10	**SHARE: Students will:** • Present illustrated math stories to communicate personal information to the class. • Analyze and compare information presented by peers. • Evaluate other students' math stories.

Materials Used



Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify ways numbers communicate information. • Describe a personal experience using numbers to gain information. • Discuss the importance of numbers in our world.	• Menu • Information	• Student Book • Crayons (green, yellow and blue for each pair of students) • Chart Paper • Markers • Pencils

PREPARATION

Create a **T-chart** on chart paper or the board. Title the chart “Numbers in Our World.” Label one column of the chart “Examples” and the other column “Information.”



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today’s lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

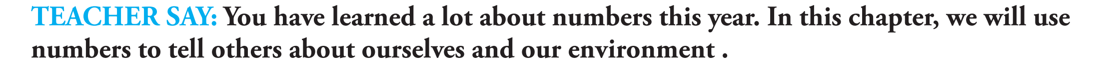
This is a time to excite your students about the chapter. Tell them they are beginning a chapter of study called “Communicating with Numbers.”

TEACHER SAY: We are starting a new chapter of study called “Communicating with Numbers.” What do you think we might learn? ___________, please come to the front of the room and choose three Calling Sticks.

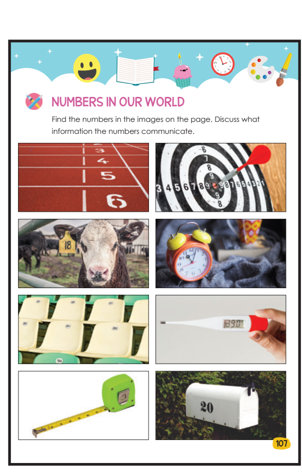
 **STUDENTS DO:** Use **Calling Sticks** to choose three students to share ideas.

TEACHER SAY: Those are some great ideas. In the last chapter, we worked on communicating with words. We told a story about our favorite trip. In this chapter, we will communicate with numbers. What do you already know about numbers? Tell a Shoulder Partner.

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.



TEACHER SAY: You have learned a lot about numbers this year. In this chapter, we will use numbers to tell others about ourselves and our environment .



2. TEACHER DO: Make sure students have a student book. Display the **T-chart** “Numbers in Our World.”

TEACHER SAY: There are numbers all around us. Let’s look at some examples of numbers we might see in the world. Open your student book to the page Numbers in Our World.

 **STUDENTS DO:** Find the correct page in the student book.

 **READ ALOUD: Find the numbers in the images on the page. Discuss what information the numbers communicate.**

TEACHER SAY: What examples of numbers in our world do you see on the page?

TEACHER DO: Use **Calling Sticks** to choose eight students to share observations.

 **STUDENTS DO:** Identify numbers in pictures.

TEACHER DO: Add responses to "Examples" column of chart.

TEACHER SAY: **There are good examples on this page. Where else have you seen numbers before? Raise your hand to answer.**

 **STUDENTS DO:** Raise hand to respond.

TEACHER DO: Call on several students to respond. Add responses to the "Examples" side.

3. TEACHER SAY: **You have seen many numbers. These numbers are used for a reason. They tell us information. Let's discover what types of information numbers can give us. Look at the page Menu Numbers.**

 **STUDENTS DO:** Find and observe the page Menu Numbers.

TEACHER DO: Ensure that all students or pairs have a green, yellow, and blue crayon.

TEACHER SAY: **Let's look closely at the menu. I see the number 7 followed by LE. Can you find the 7 LE on the page and point to it?**

 **STUDENTS DO:** Point to 7 LE.

TEACHER SAY: **The 7 LE tells me a price, or how much the food item costs. Can anyone find another number that communicates price?**

 **STUDENTS DO:** Identify more prices on the menu.

TEACHER DO: Call on only two students to answer so that not all prices are identified as a whole group.

TEACHER SAY: **Well done. We have found three prices together. The first direction says:**

 **READ ALOUD:** **Circle the numbers that communicate price in green.**

TEACHER SAY: **Circle the three prices we found, and any other prices you see with a green crayon.**

 **STUDENTS DO:** Circle prices with a green crayon.

TEACHER DO: Circulate around the room. Provide guidance if necessary.

TEACHER SAY: **I also see the numbers 11 and 8, followed by a colon and zeroes. Can you find the 11:00 and 8:00?**

 **STUDENTS DO:** Point to 11:00 – 8:00.

TEACHER SAY: **What do you think these numbers mean? Discuss your ideas with a Shoulder Partner.**

 **STUDENTS DO:** Discuss with **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to select a student to answer.

 **STUDENTS DO:** Share answer with the class.

TEACHER SAY: **Yes, that is correct. 11:00 and 8:00 are times of the day.**
What information do you think these times communicate about the restaurant? Whisper your answer into your hand.

 **STUDENTS DO: Whisper** answer into hand.

TEACHER DO: Use **Calling Sticks** to select a student to answer.

 **STUDENTS DO:** Guess the meaning of the numbers.

TEACHER SAY: I agree. These times tell me when the restaurant is open. The next direction says:

 **READ ALOUD: Circle the numbers that communicate time in yellow.**

 **STUDENTS DO:** Circle times with a yellow crayon.

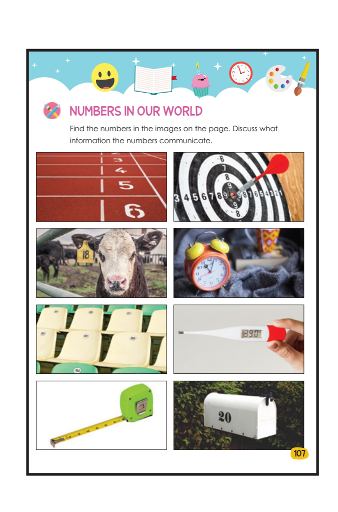
TEACHER SAY: The remaining directions say:

 **READ ALOUD: Circle the remaining numbers in blue. What information do they communicate?**

TEACHER SAY: Look closely at the menu. What other number do you see?

TEACHER DO: Continue the conversation as patterned above, identifying numbers and inferring what they communicate, until all of the numbers have been identified. Other examples include a telephone number, address, and serving size.

 **STUDENTS DO:** Identify remaining numbers, circle in blue, and discuss the type of information given.



4. TEACHER SAY: Thank you for working hard today. The menu used a lot of numbers to give us information. Let's look back at the images on the previous page, Numbers in Our World, again. What information do you think these numbers are communicating?

 **STUDENTS DO:** Find correct page in student book.

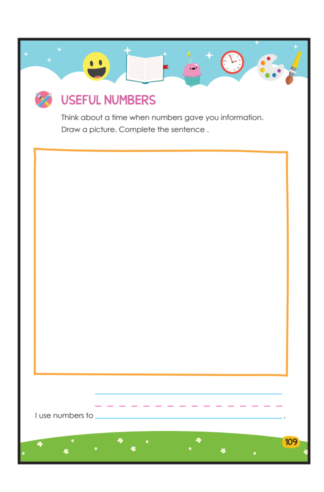
TEACHER SAY: We discovered that the numbers on the menu tell us useful information. They tell us prices, times, location, serving size, and a phone number. Let's discover what information we can learn from the numbers in the other pictures we saw. The second column on our chart says "Information." We will add what we discover to our chart.

TEACHER DO: Use **Calling Sticks** to choose eight students to share ideas, working through the images one at a time.

 **STUDENTS DO:** Discuss how the numbers provide information.

TEACHER DO: Add responses to "Information" column of the chart.

Note to Teacher: If students are unsure of the information communicated by the number in the picture, ask the students questions about the picture. First, ensure the students can correctly identify the object in the picture. For example, a student will not know what the numbers on the thermometer are communicating if they do not know what a thermometer is. Next, ask questions about the use of the object in the picture. This will help students understand what the numbers connected to the object are communicating.



5. TEACHER SAY: We have seen in the "Menu" activity and the "Numbers in Our World" activity that numbers really do tell us useful information. Have you ever used numbers to get information? Think about a time in your day when you use numbers. Tell a Shoulder Partner how you use numbers.

 **STUDENTS DO:** Share experience with a **Shoulder Partner**.

TEACHER DO: Allow students time to share with a **Shoulder Partner**.

TEACHER SAY: Let's share what we know about using numbers to get information. Open your student book to the page Useful Numbers.

 **STUDENTS DO:** Open student book to correct page.

 **READ ALOUD:** **Think about a time when numbers gave you information. Draw a picture. Complete the sentence: I use numbers to __________.**

TEACHER SAY: **Here is one example: I use numbers to tell time.**

TEACHER DO: Write the sentence on the board and draw a simple sketch of a clock or a person looking at a watch.

TEACHER SAY: **You can use our chart for help.**

 **STUDENTS DO:** Draw and write about using numbers.

TEACHER DO: Circulate around the room. Provide guidance as necessary. If time allows, have students share experiences and drawings with a **Shoulder Partner** or using **Shake It Share It High Five**.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today you have discovered how numbers can give us useful information. What might happen if we did not have numbers? Share your ideas with a Shoulder Partner.**

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER SAY: **____________, please come to the front of the room and choose four Calling Sticks.**

 **STUDENTS DO:** Use **Calling Sticks** to choose four students to share ideas.

TEACHER SAY: **After school, look for numbers in your neighborhood. Look for numbers at home. When we start the next lesson, we can share the numbers we find.**

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Participate in a number scavenger hunt. • Identify examples of numbers around the school. • Identify information provided by numbers.	• Scavenger hunt • Information	• Student Book • Pencils • Chart Paper • Markers • Scissors • T-chart from previous lesson



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **In the previous lesson, we discovered that numbers tell us useful information. Let's reread the chart we made. As I point to each word, read it aloud.**

TEACHER DO: Point to each word on the chart.

 STUDENTS DO: Read aloud each word when teacher points to it.

TEACHER SAY: **Nice reading. At the end of the last lesson, I asked you to look for numbers in your neighborhood and at home. Turn to your Shoulder Partner and share what numbers you found.**

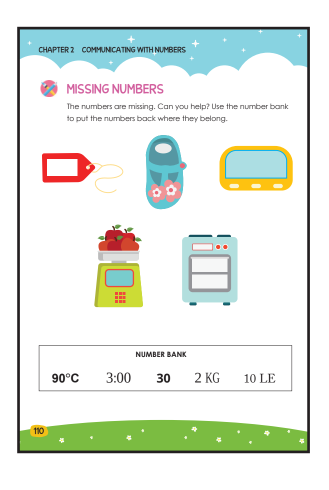
 STUDENTS DO: Share with a **Shoulder Partner**.

TEACHER DO: Listen for student responses. Select three students to share answers out loud with the entire class. Add responses to the chart in the "Examples" column. If any examples are new to the list, continue with the conversation as suggested below. If no new uses of numbers are added, skip to Number 2.

TEACHER SAY: **Good job finding more numbers in the world around you. What do these new numbers tell us? Let's fill in the "Information" column. I will use Calling Sticks to choose three students.**

 STUDENTS DO: Chose students to share ideas.

TEACHER DO: Fill in "Information" column.



CHAPTER 2 COMMUNICATING WITH NUMBERS

MISSING NUMBERS

The numbers are missing. Can you help? Use the number bank to put the numbers back where they belong.

NUMBER BANK

90°C 3:00 30 2 KG 10 LE

110

2. TEACHER SAY: **Numbers tell us useful information. Let's find out if we can match numbers to where they belong. Open your student book to the page Missing Numbers.**

 STUDENTS DO: Open student book to correct page.

 READ ALOUD: **The numbers are missing. Can you help? Use the number bank to put the numbers back where they belong.**

TEACHER SAY: **I see 3:00. I know that 3:00 tells us the time. We use a clock to tell time. Let's write 3:00 on the clock.**

 **STUDENTS DO:** Write answer in student book.

TEACHER DO: Model the answer on the board or chart paper. Circulate around the room. Make sure students are writing the correct answer.

TEACHER SAY: Let's do the next one together. I see a scale that is missing its numbers. Look at the number bank. Do you see any numbers that you might see on a scale? Whisper the answer into your hand.

 **STUDENTS DO: Whisper** the answer into hand.

TEACHER DO: Call on several students to answer for the class.

TEACHER SAY: That is right. Scales show a weight. I see 2 kilograms in the number bank. Let's write that on the scale.

 **STUDENTS DO:** Write the number in the student book.

TEACHER SAY: Now, it is your turn. Complete the student book page. Think about what information the number tells. You can use our chart if you need help.

 **STUDENTS DO:** Complete student page.

TEACHER DO: Circulate around the room. Provide guidance as necessary.

3. TEACHER SAY: Numbers are all around us, communicating information. Numbers on thermometers tell us our temperature, and numbers on items at a store tells us prices. So far, we have been using pictures to explore numbers in our world. Let's see if we can find numbers right here at school. I wonder what numbers we will find, and what they will communicate.

TEACHER DO: Point out a number in the classroom and identify what that number is communicating.

TEACHER SAY: Let's do a scavenger hunt around the school to discover numbers. Does anyone know what a scavenger hunt is?

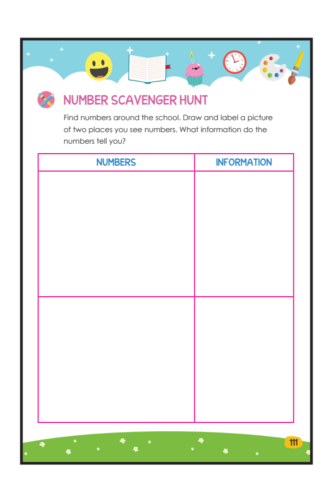
TEACHER DO: Call on students who respond. If no one knows what a scavenger hunt is, provide context.

Note to Teacher: If a scavenger hunt around the school is not possible, the scavenger hunt can be conducted inside the classroom.

TEACHER SAY: What is a rule that we need to remember as we walk through the school? Share your ideas with a Shoulder Partner.

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER DO: Call on several students to share a rule with the whole class.


NUMBER SCAVENGER HUNT

Find numbers around the school. Draw and label a picture of two places you see numbers. What information do the numbers tell you?

NUMBERS	INFORMATION

111

TEACHER SAY: Those are helpful rules to remember as we walk through the school. Open your student book to the page Number Scavenger Hunt.

 **STUDENTS DO:** Open student book to the correct page.

 **READ ALOUD: Find numbers around the school. Draw and label a picture of two places you see numbers. What information do the numbers tell you?**

TEACHER SAY: We will draw and label the numbers we see in the "Numbers" column. Watch me draw and label an example. I see numbers on our clock. I will draw a clock with numbers.

TEACHER DO: Write "Numbers" on the board or chart paper. Draw a clock with numbers under the label.

TEACHER SAY: I will label my picture "clock."

TEACHER DO: Label picture "clock."

TEACHER SAY: I did not draw just the numbers. I drew the numbers and where I found them. Now, it is time for our scavenger hunt. We will draw and label in the "Numbers" column. We will write in the "Information" column when we come back.

TEACHER DO: Take students on a scavenger hunt around the school. Stop periodically so students can draw and label numbers that they have found. If you are using the classroom, you might want to divide students into groups and have them rotate around the classroom looking for examples of numbers.

 **STUDENTS DO:** Search for numbers around the school. Draw and label examples in the "Numbers" column.

4. TEACHER DO: Lead students back to the classroom.

TEACHER SAY: There should be two pictures in your "Numbers" column. Turn to a Shoulder Partner and share the numbers you found.

 **STUDENTS DO:** Share pictures with a **Shoulder Partner**.

TEACHER SAY: We found many examples of numbers around the school. What information do the numbers tell us? Look at my picture of a clock. I know that the numbers on the clock tell me what time it is. I will write "tell time" in the "Information" column next to the picture of the clock.

TEACHER DO: Add this answer to the sample chart next to the clock.

TEACHER SAY: Think about the information your numbers tell you. Write the word in the "Information" column on your student book page. We can use the chart that we made on our first day if we need help.

 **STUDENTS DO:** Complete the "Information" column on the student book page.

TEACHER DO: Circulate around the room. Provide guidance as necessary.

TEACHER SAY: Let's help each other. Share what you wrote with a Shoulder Partner. Shoulder Partners, listen carefully to what your partner says. If you disagree with an answer, discuss it politely. It is okay to change your answers.

 **STUDENTS DO:** Share answers with a **Shoulder Partner**. Make any necessary changes.

TEACHER DO: Circulate around the room. Provide guidance if necessary.

TEACHER SAY: Nice job helping each other. We discovered a lot of information from our scavenger hunt.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today, we went on a number scavenger hunt. We discovered numbers that give us information around our school. Information about time is very helpful to us at school. We need to know when school starts. We need to know what time lunch is. How else do we use time at school? ____________, please come to the front of the room and choose three Calling Sticks.

 **STUDENTS DO:** Use **Calling Sticks** to choose three students to share ideas.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Create question and answer surveys. • Identify information gathered from surveys. • Compare results of surveys using more than, less than, same as. • Ask questions about classmates.	• Survey	• Student Book • Pencils • Chart Paper • Markers • Scissors • Small box (or other container) to hold quarter sheets of paper

PREPARATION

Save the question cards that students make in today's lesson. The cards will be used again in Lesson 4.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **During our last lesson, we went on a scavenger hunt for numbers. What are some places you saw numbers in our scavenger hunt? Our student leader will lead the discussion.**

TEACHER DO: Choose a student leader. Give **Calling Sticks** to student leader to lead discussion.

 STUDENTS DO: Recall experiences.

TEACHER SAY: **Thank you, ___________, for leading our discussion. We use numbers in many ways. Did you know numbers can help us learn about each other and our class? Earlier this year, we took a survey about our favorite feasts. Does anyone remember what feast was the favorite of the most students?**

 STUDENTS DO: Respond from memory.

2. TEACHER SAY: **That survey gave us interesting information about our class. There are many questions we can ask about our class. I wonder if more students are six or seven years old. We can find an answer by asking everyone. Let's find out. If you are seven years old, put both hands on your head. If you are six years old, put your hands over your ears.**

 STUDENTS DO: Respond based on directions.

TEACHER SAY: **I will point and count the seven-year-olds first. Count along with me.**

TEACHER DO: Count the number of students in both categories, encouraging students to count along with you. Compare the two numbers. Write each number on the board. Ask students which number is more. Model by stating the answer as a sentence: "We have more _____ in our class."

3. TEACHER SAY: **What is something else that you wonder about your classmates? Whisper what you wonder into your hand.**

 STUDENTS DO: **Whisper** ideas into hand.

TEACHER SAY: Let's Brainstorm some ideas. Think about what you would like to know about your classmates. Make what you wonder into a question. For example, I might ask, "Do students like candy or cookies better?" Let's start with Think Time. I will write some of your questions on the board when everyone is ready.

 **STUDENTS DO:** Use **Think Time** and then raise hand to share.

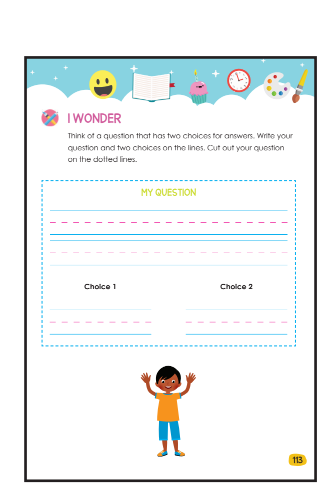
TEACHER DO: Call on six students to share. Provide support to any students struggling to form a question.

 **STUDENTS DO:** Share ideas.

Note to Teacher: Students do not need to fully understand the difference between questions that are easily answered with numbers and questions that are not. For example, using "What is our most favorite color?" you could survey, count, and compare numbers of students with each answer, and chose the most frequent answer. The question "What is your pet's name?" might be interesting, but does not allow for counting and comparing. At this point, record and accept many student questions to encourage curiosity, then chose student questions that are countable for the collaborative classroom surveys over the next two days.

4. TEACHER SAY: You have good questions. Let's read the questions together. As I point to each word, read it aloud with me.

 **STUDENTS DO:** Read each word aloud as teacher points to it.



5. TEACHER SAY: These are great questions. Let's do more surveys so that we can find out more information about our class. We have six questions on the board. Let's see if everyone can think of one question to add to our options. Open your student book to the page I Wonder.

 **STUDENTS DO:** Open to correct page.

 **READ ALOUD: Think of a question that has two choices for answers. Write your question and two choices on the lines. Cut out your question on the dotted lines.**

TEACHER DO: **Think Aloud** to demonstrate the task, writing examples on the board or chart paper.

TEACHER SAY: We have already asked two questions as examples. The first was "Are there more six- or seven-year-olds in our class?" If I wrote the first question, my choices would be "six" and "seven." The second example was "Do students like candy or cookies better?" What would I write in my two choices for this question?

 **STUDENTS DO:** Offer ideas (candy and cookies).

TEACHER SAY: Now it is your turn. Be sure to ask something that will have two answer choices. For example, if you asked "What is our class's favorite color?" there would be many choices. We can ask that question later and collect the results, but for this activity, choose questions with only two responses. Make sure to end with a question mark. You can use our list of questions for help. You may get started.

 **STUDENTS DO:** Write question and two possible answers.

TEACHER DO: Circulate around the room. Provide guidance as necessary.

6. TEACHER SAY: Let's share our questions. Turn to your Shoulder Partner and take turns reading your questions.

 **STUDENTS DO:** Read question to a **Shoulder Partner**.

TEACHER DO: Listen as students discuss. Give extra guidance as needed.

TEACHER SAY: I heard some good questions. We will all share our questions with the class. Now let's cut out the questions on the dotted lines. Put your question in the box when you are finished. Once everyone has cleaned up, we will choose questions to learn about our class.

 STUDENTS DO: Cut out cards.

TEACHER DO: Provide a container, such as a box or basket, to collect the questions.

Note to Teacher: Consider saving the remaining student question paper slips to conduct surveys throughout the year.

7. TEACHER SAY: **Let's choose four questions from the container. I will use Calling Sticks to choose four students. It will be fun to learn about each other.**

TEACHER DO: Use **Calling Sticks** to choose four students. Direct students to pull a slip.

STUDENTS DO: Choose question slip.

TEACHER SAY: **Our first question asks, "_____________." Our two choices for answers are ________ and _________.**

TEACHER DO: If the question is suitable for a class survey, write the question and choices on the board or chart paper. Then lead a discussion as outlined below to answer the question. If the question is not suitable for a survey, call on a few students to answer the question for the class, then draw another question from the container.

TEACHER SAY: **Stand up if your choice is ________. Stay seated if your choice is __________.**

 STUDENTS DO: Stand up or stay seated to respond.

TEACHER DO: Count the number of students for each choice. Encourage students to count along with you. Write responses on the board.

TEACHER SAY: **What do you notice about the information? Share with a Shoulder Partner.**

 STUDENTS DO: Share ideas with a **Shoulder Partner**.

TEACHER DO: After students have shared with a partner, call students together to share as a whole group.

TEACHER SAY: **What do we know about our class from the numbers?**

 STUDENTS DO: Raise hand and answer question.

TEACHER SAY: **We can say more people __________ than ___________. How can we use the word "less" to describe the results? Tell your Shoulder Partner how to use the word "less" in a sentence.**

 STUDENTS DO: Share answer with partner.

8. TEACHER DO: Continue facilitating survey questions and simple analysis of the class answers for three more surveys. Allow student leadership when possible.

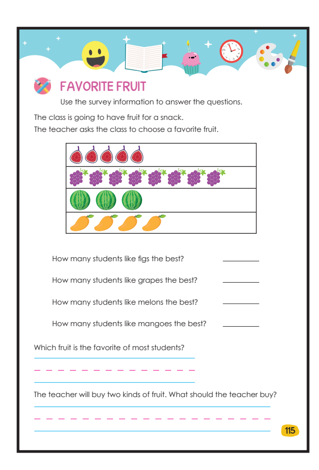
 STUDENTS DO: Continue answering survey questions and analyzing data with teacher.

TEACHER SAY: **We discovered new information about our friends. How did the numbers help you learn about our friends? Tell your Shoulder Partner.**

 STUDENTS DO: Share with a **Shoulder Partner**.

9. TEACHER SAY: **You did a good job comparing numbers to answer our questions. Let's look at another way to communicate answers. Open your student book to the page Favorite Fruit. This page shows the answers for another classroom's survey.**

 STUDENTS DO: Find correct page.




READ ALOUD: Use the survey information to answer the questions. The class is going to have fruit for a snack. The teacher asks the class to choose a favorite fruit.

TEACHER DO: If students are able to help read, ask a student to read the first question. Give guidance as needed. If students are not able to read the questions, guide students through the activity.

 **STUDENTS DO:** Read questions.

TEACHER SAY: Let's see if we can find out what the teacher should buy. Let's do the first one together. Using the pictures, how many students like figs the best? Show me on your fingers.

 **STUDENTS DO:** Count, then show amount on fingers.

TEACHER SAY: That is right. Five students like figs the most. Write a 5 in the blank next to the question.

 **STUDENTS DO:** Write a 5 next to the picture of the fig.

TEACHER DO: Continue to facilitate discussion of the questions. If the majority of your students can read the questions, ask students to work with **Shoulder Partners** to complete the page together. It may be necessary to read the final two questions to the whole group.

 **STUDENTS DO:** Complete the student page.

TEACHER DO: Circulate around the room. Provide guidance as necessary.

TEACHER SAY: Surveys can help us make decisions. The class from the survey is going to have fruit for a snack. Which fruit should probably not be part of the snack? Why? Share your ideas with a Shoulder Partner.

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER SAY: Who would like to share what your group thinks?

 **STUDENTS DO:** Raise hand to share idea with the class.

TEACHER DO: Call on two or three students to respond.

TEACHER SAY: Good thinking. You were able to use the survey to answer a question for the teacher.

10. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we conducted surveys in our class. How did numbers help us communicate today?

TEACHER DO: Use **Calling Sticks** to choose three students to share ideas.

 **STUDENTS DO:** Offer ideas.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify missing components of a pictograph and a bar graph. • Compare a bar graph to a pictograph. • Create a bar graph to represent data from a survey. • Analyze results of survey data.	• Pictograph • Bar graph • Survey • Data	• Student Book • Pencil • Crayons • Chart Paper • Markers



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **We have been talking about ways we use numbers to communicate. We have used surveys to learn about our friends. Our student leader will ask you to share something you learned about your friends in our surveys.**

TEACHER DO: Choose a student leader using **Calling Sticks**.

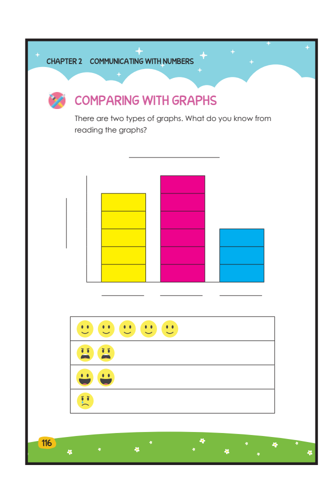
 STUDENTS DO: Share what has been learned about friends.

TEACHER SAY: **Thank you, ___________, for leading our discussion.**

TEACHER SAY: **Everyone worked hard to write good survey questions. You also worked hard to compare numbers to find answers to our questions. At the end of yesterday's lesson, we used another way to compare numbers. Who remembers how we found what snack would be best for another class?**

 STUDENTS DO: Share ideas from memory.

TEACHER DO: If there are any graphs available that students have made in class, share those at this time.



2. TEACHER SAY: **That is right, we looked at a graph. A graph is like a picture that helps us compare groups. Some of the graphs we have made in class show bars, and some show pictures. Let's explore to see what we can learn about numbers from graphs. Turn to the next page in your student book, Comparing with Graphs.**

 STUDENTS DO: Turn to correct page.

 READ ALOUD: **There are two types of graphs. What do you know from reading the graphs?**

TEACHER SAY: **First, let's take time to look at the graphs. Think to yourself: What do I know about these graphs? Use Think Time and then we will come back together.**

 STUDENTS DO: Consider what can be learned from the graphs on student page.

TEACHER SAY: **Talk to your Shoulder Partner and then we will report back to the whole group.**



STUDENTS DO: Talk with **Shoulder Partner**.

TEACHER DO: Listen to student conversations. Students should be able to compare the height of the bars and length of the lines of smiley faces, but should also be confused since there are no numbers or titles on the graphs. Prepare a **T-chart** on the board, one side labeled "What We Know" and the second side labeled "What We Do Not Know."

TEACHER SAY: I have been listening to your conversations. Some of you have noticed that something is missing in the graphs. I have made a T-chart for us to compare what we know about these two graphs and what we do not know. One side says "What We Know" and the other side says "What We Do Not Know." What do you observe in the graphs?

 **STUDENTS DO:** Respond with observations.

TEACHER DO: Choose a number of students to respond. Possible responses include which column or bar has more, less, or the same as another column ("What We Know"). Information not given in the graphs includes numbers, titles, and labels so that we do not know what is being compared.

TEACHER SAY: You noticed a lot of things about our two graphs. The graphs also look different from each other. Do you remember the names of the two types of graphs?

 **STUDENTS DO:** Respond from memory.

TEACHER DO: Point to the different graphs as they are being identified.

TEACHER SAY: Yes, the top one is a bar graph and the bottom is a pictograph. Which type of graph was the graph we read about fruit choices yesterday?

 **STUDENTS DO:** Reply from memory (pictograph).

TEACHER SAY: Who can read what the bar graph communicates?

 **STUDENTS DO:** Respond with ideas.

3. TEACHER SAY: We really do not know what the graph says, do we? We know that the column in the middle is tallest, but we do not know what the graph is measuring or what the question was. To know this, we need a title and labels. Let's add them now. Remember yesterday when we talked about the sample question "What is our class's favorite color?" Imagine that this graph shows answers to that question for another class. What would be a good title for this graph?

 **STUDENTS DO:** Share possible titles.

TEACHER DO: Choose one of the students' responses. Ask students where to write the title for the graph. Write the title to be copied on the student page just above or alongside the graph.

 **STUDENTS DO:** Add title to graph.

TEACHER SAY: Now we need labels to show what answers were given and measured. We will write the names of the colors used in the bars underneath each. What color is the first bar?

 **STUDENTS DO:** Raise hands to answer.

TEACHER DO: Show students where to write the name of the color, then continue facilitating labeling of the three colors. When the labels are finished, ask students to read the bar graph to answer the question "What is this class's favorite color?" To extend the lesson, lead students to analyze the graph by comparing numbers in multiple ways. Students should be able to compare at least more than, less than, and how much more or less.

4. TEACHER SAY: Now the bar graph makes sense. Thank you for completing the bar graph. Let's look at the pictograph. How is a pictograph different from a bar graph? Talk with your Shoulder Partner.

 **STUDENTS DO:** Share ideas with **Shoulder Partner**.

TEACHER DO: Choose students to respond. Students should recognize that pictures are being used to represent the data. Make certain students understand the image directly represents the type of data shown. The pictograph shows emotions, so it represents data on how people feel, not favorite colors, age, etc.

TEACHER SAY: What do we know when we look at this pictograph?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: What information is missing in the pictograph? We know what each row represents. We know how many are in each row. What else do we need to know?

 **STUDENTS DO:** Respond the pictograph needs question or title.

TEACHER SAY: Let's think about a question for our pictograph. What question might be asked in this pictograph? Remember, the answers represent emotions. Talk with your Shoulder Partner.

 **STUDENTS DO:** Share possible questions.

TEACHER DO: Call on a few students to share with the class. Choose one of the students' responses. Ask students where to put the title for the pictograph. Write the title to be copied on the student page just above the pictograph.

 **STUDENTS DO:** Add title to pictograph.

TEACHER SAY: Now our pictograph is complete. Who can read what we know from our pictograph?

 **STUDENTS DO:** Respond with ideas.

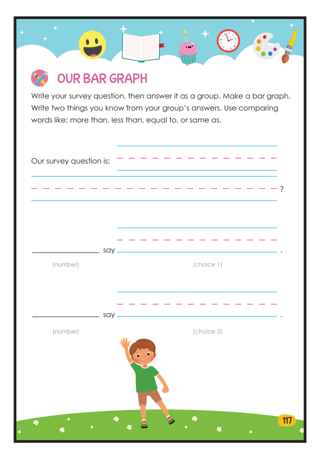
TEACHER DO: Lead students to go beyond how many are in each row. Students should be able to compare at least more than, less than, and how much more or less. Students should respond in complete sentences, using the question or title as part of the answer.

TEACHER SAY: This was a good review for us. I think you are ready to make your own bar graph.

TEACHER DO: Take out the question cards used during Lesson 3.

5. TEACHER SAY: When we collected data during our last lesson, we asked everyone's opinion. Sometimes it is too difficult to ask everyone's opinion, so we take a survey or a sample of ideas. That is what we will do next.

TEACHER DO: Divide students into groups of 10 (or a size that creates 4 or 5 groups total). Review the questions on the student question slips and choose one question for each group to respond to. You will pass out the question slips after students have been introduced to the next student page.



OUR BAR GRAPH

Write your survey question, then answer it as a group. Make a bar graph. Write two things you know from your group's answers. Use comparing words like: more than, less than, equal to, or same as.

Our survey question is: ____________________?

__________ say __________________.
(number) (choice 1)

__________ say __________________.
(number) (choice 2)

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TEACHER SAY: Let's turn to the next page in your student book, Our Bar Graph.

 **STUDENTS DO:** Turn to correct page.

TEACHER SAY: When I pass you a survey question, everyone in your group will answer the question. Once you have your data, you will work together as a team to create a bar graph. You will work together, but each of you will show your work in your own student book. Let's read the directions together.

 **READ ALOUD: Write your survey question, then answer it as a group. Make a bar graph. Write two things you know from your group's answers. Use comparing words like: more than, less than, equal to, or same as.**

 **STUDENTS DO:** Read along as teacher reads.

TEACHER SAY: The first line says, "Our survey question is ____" I will give each group a question. Please work together to write your question on the line.

 **STUDENTS DO:** Record question in student book.

TEACHER SAY: Now that you have a question, take your survey with your group. Everyone respond to the question using the two answers provided. Raise your hands and count each other. Do not forget to count yourself and check that you all agree on the numbers.

 **STUDENTS DO:** Complete the survey in groups.

TEACHER DO: Show students how to fill in the survey data on the two lines provided. For example, if the question is "Which do you like better, Saturday or Sunday?" the lines might read "4 students say Saturday" and "6 students say Sunday."

TEACHER SAY: Before we move on, let's check our data. Do your answers add up to the number of students in your group? Check with your team to make certain all of you have recorded the same answers.

 **STUDENTS DO:** Check answers.

TEACHER SAY: The next step is for you to build a bar graph. Talk with your team. What do you need to add to the bar graph? You already have a title, so that does not need to be added.

 **STUDENTS DO:** Discuss how to complete the graph.

TEACHER DO: Allow time for students to discuss and then bring back to the whole group. Show an example on the board of completing the graph, shading in squares and labeling columns. Leave posted for students to use as reference.

 **STUDENTS DO:** Complete graphs with help of team.

TEACHER SAY: Now, as a team, what do you know about your class? Graphs are used to compare information. Use comparing words to explain the results of your survey.

 **STUDENTS DO:** Complete page with help of team.

TEACHER DO: Give guidance as needed. Some groups may need more help than others.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

Note to Teacher: The closing may take longer than usual depending upon the number of groups sharing information. If time is limited, ask students to give only one response, possibly, "Most students said ________".

TEACHER SAY: For our closing today, we will share the results of our surveys. Choose one person from each group to tell the question and one thing you learned from the survey.

 **STUDENTS DO:** Choose a student to represent team. Report out answers.

TEACHER SAY: Thank you for working hard today. Be sure to thank your team members for helping you.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Test strategies to mentally time one minute. • Practice telling time using an analog clock	• Time • Jumping jacks	• Student Book • Pencil • Crayons • Chart Paper • Markers • Analog clock faces used in math class



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: We have been learning about how we communicate with numbers. Let's have a student leader guide the discussion. I will write ways we have communicated with numbers since we last worked on our list.

TEACHER DO: Choose a student leader and record student responses on the chart.



STUDENTS DO: Share ways of using numbers, including to learn about the class through surveys.

2. TEACHER SAY: Thank you, __________, for helping us today. One way we have learned about using numbers is to tell time. In math class, you have learned how to tell time on clocks. Have you ever had a family member or teacher tell you to "wait one minute" before they can give you attention or answer a question?



STUDENTS DO: Respond, sharing experiences.

TEACHER SAY: I wonder how long one minute really is. We are going to do something a little different today. We will do a few experiments together to see if we can guess when a minute has passed.

TEACHER DO: Take out a phone or watch to time one minute. Do not show students. If students are seated facing a clock, ask them to turn away from the clock.

TEACHER SAY: How long do you think a minute is? Let's see if you can tell. Everyone sit quietly. When I say "start," I will begin timing one minute. When you think a minute is up, stand up and stay standing. Everyone ready? Start.



STUDENTS DO: Stand to guess when one minute is up.

TEACHER DO: Say stop at one minute.

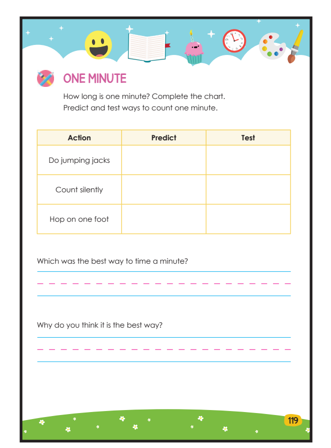
TEACHER SAY: One minute can feel very long. Were you surprised at how long one minute was?



STUDENTS DO: Respond with opinions.

TEACHER SAY: I wonder what we can do to know when a minute is up without using a clock. Do you have any ideas?

 **STUDENTS DO:** Share ideas.



ONE MINUTE

How long is one minute? Complete the chart. Predict and test ways to count one minute.

Action	Predict	Test
Do jumping jacks		
Count silently		
Hop on one foot		

Which was the best way to time a minute?

Why do you think it is the best way?

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3. TEACHER SAY: I like your ideas. Let's do another experiment. Let's see if we can measure a minute without using a clock. We will use our student book to guide us. Turn to the next page, One Minute.

 **STUDENTS DO:** Turn to the correct page.

 **READ ALOUD: How long is one minute? Complete the chart. Predict and test ways to count one minute.**

 **STUDENTS DO:** Follow along as teacher reads.

TEACHER SAY: The first column gives us a strategy for mentally timing one minute. The first strategy is to do jumping jacks. The second column is for our prediction. The third column is for the results of our test.

Okay. Let's get started. We just experienced one minute. Think about doing jumping jacks. How many jumping jacks do you think you will do in one minute? Write your prediction in the middle column next to "jumping jacks."

 **STUDENTS DO:** Write predictions.

TEACHER SAY: Let's get started. First, let's practice counting so no one else can hear you.

 **STUDENTS DO:** Practice counting in head or at a low whisper so no one hears.

TEACHER DO: If space is limited, you may want students to work in pairs. One student can count as the other does the jumping jacks. Then students will trade.

TEACHER SAY: Now let's move to a place in the room where you have space to do your jumping jacks.

 **STUDENTS DO:** Move to a place to do jumping jacks.

TEACHER SAY: We need to be careful to do the jumping jacks at the same speed so we can count. Let's practice. Do 10 jumping jacks, but make sure you do not try to hurry.

 **STUDENTS DO:** Count and do 10 jumping jacks.

TEACHER SAY: Okay. I think we are ready. Do jumping jacks and count them until I stay to stop. One, two, three, start.

TEACHER DO: Use the timer to start and end jumping jacks for one minute.

 **STUDENTS DO:** Do jumping jacks and count.

TEACHER SAY: Write the number of jumping jacks you did in the third column.

TEACHER DO: Hold book up to show where to write answer. Walk around to help as needed.

TEACHER SAY: Do you think you can tell when one minute is up using jumping jacks?

 **STUDENTS DO:** Respond.

TEACHER SAY: Let's try. I will say "start." Count your jumping jacks. When you think one minute is up, stop and stand very still.

TEACHER DO: Time students for one minute.

 STUDENTS DO: Use jumping jacks to time one minute.

TEACHER SAY: **I saw some students stop before the minute was up. Were you close to one minute when you mentally timed a minute using jumping jacks? Tell your Shoulder Partner about your results.**

 STUDENTS DO: Share results.

TEACHER SAY: **Do you think doing jumping jacks is a good way to time one minute? Explain your thinking.**

 STUDENTS DO: Respond.

4. TEACHER SAY: **Let's try another way to mentally count one minute. This time, our strategy is to count silently.**

TEACHER DO: Guide students to predict how high they will count and then time one minute.

 STUDENTS DO: Predict, test, and record in student book.

5. TEACHER DO: Discuss results with students. Compare the number counted to the number of jumping jacks. Which was easier to do? Continue on to test the last strategy, hopping on one foot. Allow time for students to record and discuss results.

 STUDENTS DO: Complete testing actions.

TEACHER SAY: **That was a lot of work. I am so glad we have clocks to use. The next question on the page asks, "Which was the best way to time a minute?" Talk with your Shoulder Partner. Which action worked best for you?**

 STUDENTS DO: Talk with partner.

TEACHER SAY: **Write which action was most accurate for you. Copy the words from the chart.**

 STUDENTS DO: Write answer.

TEACHER SAY: **The last question asks, "Why do you think it is the best way?" Tell your Shoulder Partner why you think your way worked best for you. When you are finished, write your answer.**

 STUDENTS DO: Discuss and complete page.

6. TEACHER SAY: **Which one was the best way to time one minute in your test?**

TEACHER DO: Call on a few students to share which strategy worked best.

 STUDENTS DO: Respond and share reasoning.

TEACHER SAY: **This has been an interesting experiment. We have been exploring how long a minute feels, and how we can mentally predict its length. Now, when I ask you to wait one minute, you will know how long one minute is.**

7. TEACHER DO: Take out an analog clock used in math class or draw a clock face on the board.

TEACHER SAY: **Let's practice telling time with our analog clocks for a few minutes before we end today's lesson.**

Note to Teacher: If available, pass out analog clocks that students can manipulate. If none are available, do the following activity with a clock drawn on the board or one sample clock. Invite students to come to the front of the room to show each answer.

TEACHER SAY: **Everyone show 9:00 on your clock.**



STUDENTS DO: Find 9:00 on the clock.

TEACHER SAY: I have an appointment in two hours. What time is my appointment? Let's count together: (use your fingers and point to the numbers on the clock) 9:00, 10:00, 11:00. Show your clock two hours after 9:00.



STUDENTS DO: Show 11:00.

TEACHER SAY: Very good. It is now 11:00 on your clock. I will see my friend in five hours. Show five hours from now. Again, let's count together…



STUDENTS DO: Show 4:00.

TEACHER SAY: Who can show how you figured out the correct time?



STUDENTS DO: Listen as one or two students explain.

TEACHER SAY: Thank you for sharing. Who know what time school starts every day? Show the time you think school starts.



STUDENTS DO: Show time school starts.

TEACHER SAY: Yes. School begins at _______o'clock. Now, let's have four students come to the front of the room. Each student leader will ask you to find a time. You will set your clocks to the time and show your clocks. Our student leader will check your answers.

TEACHER DO: Choose four student leaders to ask for a time, and show the correct answer on their own clocks after the class has answered. Ask for responses from the class to ensure that student leaders have the correct answers.



STUDENTS DO: Solve problems posed by student leaders.

TEACHER SAY: Thank you for working together as a team.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Let's try one more thing as we close. We started the day by sitting for one minute. Let's do it one more time, but this time try to count one minute. Stand up and say stop when you think a minute has passed. Are you ready? One, two, three, start.

 **STUDENTS DO:** Count one minute in seconds.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Use ordinal numbers to describe time. • Identify answers to questions within a text. • Brainstorm ideas as a group. • Plan a schedule for a party. • Collaborate with a partner to solve a problem.	• Plan • Schedule	• Student Book • Pencil • Crayons • Chart Paper • Markers

PREPARATION
If possible, invite volunteers to help prepare for and facilitate the next lesson, Lesson 7. See preparation in Lesson 7 for further directions.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Let's start our day by communicating an order of events. We have done this before when putting the events of a story in order. Let's see if we can do the same for our previous lesson. Use words like "first," "second," "third," and "last" to remind us what we did in our previous lesson. Think while I choose our student leader.

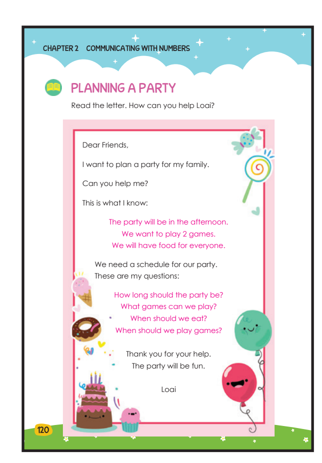
TEACHER DO: Choose student leader.

 **STUDENTS DO:** Discuss the previous lesson using order references.

2. TEACHER SAY: Thank you, ___________, for leading our discussion. A few lessons ago, we talked about how telling time helps us during the school day. Let's quickly review. How do clocks and telling time help us at school?

 **STUDENTS DO:** Offer ideas.

TEACHER DO: Emphasize answers that relate to setting a schedule for activities.



CHAPTER 2 COMMUNICATING WITH NUMBERS

PLANNING A PARTY

Read the letter. How can you help Loai?

Dear Friends,

I want to plan a party for my family.

Can you help me?

This is what I know:

The party will be in the afternoon.
We want to play 2 games.
We will have food for everyone.

We need a schedule for our party.
These are my questions:

How long should the party be?
What games can we play?
When should we eat?
When should we play games?

Thank you for your help.
The party will be fun.

Loai

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TEACHER SAY: Today we are going to practice using our ordering words and what we know about time. To guide our day, there is a letter we need to read in our student book. A friend is asking for our help. Turn to the next page, Planning a Party.

 **STUDENTS DO:** Turn to correct page.

TEACHER SAY: Please read the story quietly on your own. We will read it together after you have had time to read it first. Circle words you do not know.

TEACHER DO: Walk around the room as students read. Not all students will be able to read the text, but they will have the opportunity to try.

 **STUDENTS DO:** Read the text.

TEACHER SAY: **I will read the letter and then we will discuss it. Follow along as I read.**



READ ALOUD:

> **Dear Friends,**
> **I want to plan a party for my family. Can you help me?**
> **This is what I know:**
> **The party will be in the afternoon.**
> **We want to play 2 games.**
> **We will have food for everyone.**
> **We need a schedule for our party. These are my questions:**
> **How long should the party be?**
> **What games can we play?**
> **When should we eat?**
> **When should we play games?**
>
> **Thank you for your help. The party will be fun.**
>
> **Loai**

STUDENTS DO: Listen and follow along as teacher reads.

3. **TEACHER SAY:** **What is Loai's problem? Point to the sentence that tells you Loai's problem.**



STUDENTS DO: Find answer in the text.

TEACHER SAY: **Yes, he needs help to plan a party. Has anyone ever helped plan a party?**



STUDENTS DO: Raise hands.

TEACHER SAY: **Can you share with us what you had to do when you planned your party?**

TEACHER DO: Choose three or four students to share.



STUDENTS DO: Share experiences.

TEACHER SAY: **Thank you. You will be able to help us if we have questions in our planning. Loai is asking for help to plan a party. What does Loai already know about his party? Find the answer in the letter. Talk with your Shoulder Partner.**



STUDENTS DO: Share what Loai knows.

TEACHER DO: As you walk around the classroom, guide students to refer to the text for evidence. Ask that students point to the answer in the text.

TEACHER SAY: **Let's share as a whole group. Who can tell us one thing we already know?**



STUDENTS DO: Tell one thing.

TEACHER SAY: **That is right. We know that Loai wants the party in the afternoon. We know that he wants to have food and play two games. He wants our help to figure out when everything will happen. We can use time to help him create a schedule. What do we have to do to make a schedule? Brainstorm ideas with your Shoulder Partner.**

TEACHER DO: Allow students to determine how to make a schedule. Remind students that the times for the party are not being decided yet. Instead, what steps are needed to put together a schedule? What is needed to solve the problem?

STUDENTS DO: **Brainstorm** how to create a schedule.

TEACHER SAY: **Thank your partners for helping you Brainstorm ideas. Let's come back together and share as a whole group.**



STUDENTS DO: Thank each other.

TEACHER SAY: Let's hear some of your ideas. Please share something one of your friends said. Say something like, " __________ said we should ____________."

TEACHER DO: Fill in the blanks with ideas you may have heard.

 **STUDENTS DO:** Raise hands and share ideas.

TEACHER SAY: I like your ideas. Let's review our school schedule for the morning so that we are sure we understand what a schedule looks like.

TEACHER DO: Review the morning schedule if visible, or write times and activities on the board if not already visible to students. If the school day is not closely scheduled, write a summary of the morning, including types of activities and approximate times for each. Ask students to help you remember the morning's activities as appropriate. Show how the schedule is broken into time segments. You may want to use the same format students will be using on student page Party Schedule.

 **STUDENTS DO:** Follow along and ask questions as needed.

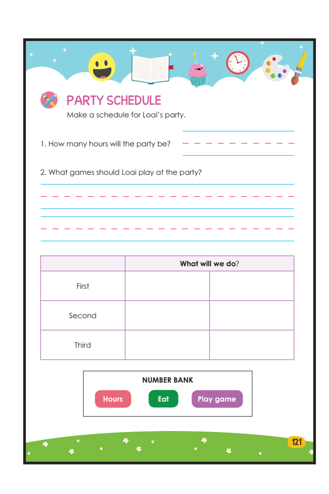
TEACHER SAY: Does this help you with ideas about how to make a schedule? Talk with your Shoulder Partner. What questions do you have?

 **STUDENTS DO:** Talk with partner.

TEACHER SAY: Are there any questions you would like answered?

 **STUDENTS DO:** Ask questions.

TEACHER DO: At this point, decide if students are ready to move forward or if more guidance is necessary. If more guidance is needed, lead students through creating a schedule for the rest of the day. List the upcoming activities, then discuss how much time should be spent on each activity.



4. TEACHER SAY: Let's look at the next page in your student book, Party Schedule.

 **READ ALOUD: Make a schedule for Loai's party.**

TEACHER SAY: Try reading the rest of the page with your partner. Circle the words you do not know.

 **STUDENTS DO:** Read student page together, circling unknown words.

TEACHER DO: Walk around helping students as needed. Students may not be able to read all of the text, but practicing with a partner will support fluency and comprehension.

TEACHER SAY: I can hear that you are improving your reading skills. Good job. Let's review the questions on the page and work to answer them. Who can read the first question for us?

 **STUDENTS DO:** Volunteer and read question.

TEACHER SAY: What do you think? How long should the party be?

 **STUDENTS DO:** Students share ideas.

Note to Teacher: Students will not be listing time for each event, but will be able to think about the length of time in hours. You might help students make comparisons of time spent in class. For example, "Today we spent _______ (time) on _______________." This will help students think about length of time.

TEACHER SAY: Go ahead and write how long you think the party should be. Use the word bank to help you spell words.

 **STUDENTS DO:** Record answer in student book.

TEACHER SAY: **Would anyone like to read the second question for us?**

 STUDENTS DO: Volunteer, read, and follow along.

TEACHER SAY: **Work with your Shoulder Partner. What games do you think Loai should play at his party? You do not have to have the same answers. Write the names of two games you enjoy on the lines. If you need help, raise your hand and I will write the games on the board for you to copy.**

 STUDENTS DO: Talk with **Shoulder Partner** about ideas and then record on student page.

5. TEACHER SAY: **It sounds like Loai will really like your ideas. Let's look at the chart now. Loai wanted to play games and do one other thing at his party. What was it?**

 STUDENTS DO: Respond (serve/eat food).

TEACHER SAY: **Now you need to decide what order you want to do things. What do you think Loai should do first, second, and third?**

TEACHER DO: Point to the table. Reference the word bank as support for completing the table. Guide individual students as needed.

 STUDENTS DO: Complete schedule.

6. TEACHER SAY: **All of you have planned interesting parties. Let's find other partners to share our schedules. Hands Up, Pair Up with your current partner to find two more students to share ideas.**

 STUDENTS DO: **Hands Up, Pair Up** and share.

TEACHER DO: If time allows, invite students to share with one more group. Ask students to return to seats when finished and put away the schedules for today.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **I think your ideas for Loai are very good. To review, let's share what was most difficult about creating the schedule. Use Think Time and then our student leader will use Calling Sticks to choose students to share.**

TEACHER DO: Choose a student leader to use **Calling Sticks**.

 STUDENTS DO: Respond to question.

TEACHER SAY: **Thank you, __________, for helping us.**

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Investigate math tools used as technology. • Make a simple abacus and use to skip count and add.	• Technology • Abacus • Pascal's Calculator • Adding machine • Calculator	• Student Book • Pencil • Crayons • Chart Paper • Markers • Beans or Beads (30 per two students) • Paper Cups (1 per two students)

PREPARATION

To make it easier to pass out supplies for the abacus, place 30 beads, beans, or other small objects in paper cups, one cup per student or student group. If you choose, add more beads in groups of 10.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **We are having such fun learning about numbers. Our student leader will lead our discussion today. Who can share what you learned yesterday about making a schedule?**

TEACHER DO: Choose a student leader.

 STUDENTS DO: Review previous day's learning.

TEACHER SAY: **Making a schedule helps me know what to do every day. Would you like to see my schedule for today's learning?**

TEACHER DO: Write a rough schedule on the board for today's learning, including reading, math, and other subjects.

TEACHER SAY: **Sometimes our schedule changes, but if I have a schedule, I know about how much time we can spend learning each subject. How could a schedule help you each day? Talk to your Shoulder Partner.**

 STUDENTS DO: Share with **Shoulder Partner**.

2. TEACHER SAY: **A schedule helps us make plans. Sometimes people will keep their schedule on a computer or even on a phone. These are two types of technology that help us. What other technology do you know that helps us with numbers?**

 STUDENTS DO: Share ideas such as computer and calculator.

TEACHER DO: Write responses on board.

TEACHER SAY: **Let's review our definition of technology again. What does the word "technol-ogy" mean? Talk with your Shoulder Partner.**

TEACHER DO: Call on three or four students to share idea of technology. Emphasize that technology is not always electronic, but that it is a tool that solves a problem.

 **STUDENTS DO:** Give definitions.

TEACHER SAY: What can you find in the classroom or at home that is an example of technology? Talk with your Shoulder Partner.

 **STUDENTS DO:** Talk with **Shoulder Partner**.

TEACHER SAY: I heard many good ideas. We use technology to solve problems. Technology can be a complex machine like a computer or phone, or a simple tool like a marker. We use simple tools in math to help us add and subtract in class. What do we use in class to help us?

 **STUDENTS DO:** Give examples such as ten frames.

TEACHER DO: Bring out some of the tools used daily in math class for students to think about.

3. TEACHER SAY: These are very simple tools, but they help us solve problems. Each is a type of technology. Let's look at technology that has been invented to help us talk about and work with numbers.

CHAPTER 2 COMMUNICATING WITH NUMBERS
TECHNOLOGY WITH NUMBERS
Look at the images. Which pictures show technology?
Egyptians used the abacus about 4000 years ago. The abacus is also called a counting frame.
Pascal's Calculator was invented over 300 years ago. It adds and subtracts two numbers. It uses repeated addition and subtraction.
This is an adding machine. How does it work?
How is this calculator different from the other examples?
122

TEACHER DO: Display student book.

TEACHER SAY: Open your student book to the page Technology with Numbers.

 **STUDENTS DO:** Turn to correct page.

 **READ ALOUD: Look at the images. Which pictures show technology?**

TEACHER SAY: Take time to look at the pictures. Talk to your Shoulder Partner about what you notice.

 **STUDENTS DO:** Look at images and discuss with **Shoulder Partner**.

TEACHER DO: Allow students to lead much of the discussion about the tools on the page. Make certain students identify all the tools as technology, even though they may not be electronic or current-day examples.

TEACHER SAY: What do you notice about the picture on the top of the page? Does this picture look familiar to you?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: Follow along as I read about this tool.

 **READ ALOUD: Egyptians used the abacus about 4000 years ago. The abacus is also called a counting frame.**

TEACHER SAY: Have you ever heard of or seen an abacus?

 **STUDENTS DO:** Respond with questions and comments.

TEACHER SAY: Does anyone know how an abacus is used? Observe closely. What do you think it helps us do?

 **STUDENTS DO:** Offer ideas.

Note to Teacher: Accept all ideas for now, complimenting students' creativity and prompting them to give evidence for answers from the picture. Students will make and use a model abacus later in the lesson, so correcting misconceptions now is not necessary.

TEACHER SAY: Let's read about the next invention.



READ ALOUD: Pascal's Calculator was invented over 300 years ago. It adds and subtracts two numbers. It uses repeated addition and subtraction.

TEACHER SAY: Who can tell us what the word repeated means?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: When something is repeated it is done over again. Let's try repeated addition. We will repeat adding 2: 2 plus 2 is 4. Now let's add 2 again. Start with the answer: 4 plus 2 is 6. We will repeat these and add one more time. Say along with me: 2 plus 2 is 4. 4 plus 2 is 6. 6 plus 2 is what?

 **STUDENTS DO:** Repeat with teacher and answer.

TEACHER SAY: What is the next addition?

 **STUDENTS DO:** Say: 8 plus 2 is 10.

TEACHER SAY: Excellent. You are doing the work that Pascal's Calculator was designed to do. Imagine adding 2 repeatedly for an hour. Do you think you would get tired? What if you made a mistake? One benefit of a machine is that it does not get tired or lose its place. Now let's read about the next machine.

 **READ ALOUD: This is an adding machine. How does it work?**

TEACHER SAY: Look at the picture. Talk to your Shoulder Partner about how you think it works.

 **STUDENTS DO:** Predict function based on the picture.

TEACHER SAY: Who can explain to the class?

 **STUDENTS DO:** Volunteer, explain, and discuss.

TEACHER DO: If students do not notice, point out the lever, the roll of paper, and numbers on the buttons. Explain how the adding machine works. Refer to cash registers in markets that students may have observed.

TEACHER SAY: I wonder which of these three is faster at adding. What do you think?

 **STUDENTS DO:** Guess and share why.

TEACHER SAY: Now let's look at the last picture. Have you ever seen something like this before? What do you think it is?

 **STUDENTS DO:** Offer ideas.

 **READ ALOUD: How is this calculator different from the other examples?**

 **STUDENTS DO:** Discuss as a whole group. Make comparisons across all pictures.

4. TEACHER SAY: How are all of these technologies similar?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: That is right. All four of these technologies help humans use numbers and do math. There were many more inventions between these, but these are four tools humans have designed to help us with math. It is fun to look at how technology has changed and how it helps us. I wonder. If we have tools to do math, why do we need to learn about math? Use Think Time and then we will find new partners to discuss our ideas.

 **STUDENTS DO:** Use **Think Time** and find new partners as directed by the teacher.

TEACHER DO: Lead a discussion with the students about the importance of knowing math. Examples include not having a calculator at all times, creating meaning and making sense of/understanding numbers.

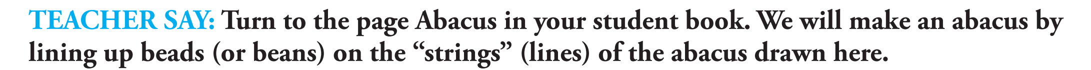
TEACHER SAY: **I like your ideas. I agree. We all need to know math to understand the world around us.**

TEACHER DO: Take out the supplies for students to make an abacus.

5. TEACHER SAY: **Let's make a tool that will help us in class. We will make a simple abacus. You will work together in partners. Let's choose new partners. Hands Up, Pair Up to find a new partner.**

Note to Teacher: If technology is available in your classroom, such as computers and/or calculators, you may choose to introduce students to the simple use of technology. For example, students can do repeated addition and subtraction, using the calculator to help count by twos, fives, and tens.

TEACHER DO: Choose students to help pass out supplies. Make certain students are working in pairs to help each other.



TEACHER SAY: **Turn to the page Abacus in your student book. We will make an abacus by lining up beads (or beans) on the "strings" (lines) of the abacus drawn here.**

TEACHER DO: To provide an example, draw the image on the page on the board and draw five beads, a space between, and five more beads on each line. If you have chosen to add more than 30 beads, adjust the numbers as you continue with the lesson.

TEACHER SAY: **Line up five beads in a row on the first line. Leave a space and then add five more beads to the row. You will be moving the beads on the row, so make sure you have room.**

TEACHER DO: Walk around to make certain students are lining up the beads correctly. Guide as needed.

 **STUDENTS DO:** Line up five beads, a space, and then five more beads.

TEACHER SAY: **Now, make two more rows just like the first one. Make the rows above or below the first row. Work as a team to prepare your abacus.**

 **STUDENTS DO:** Complete three rows of beads.

TEACHER DO: Walk around, helping students as needed.

TEACHER SAY: **There are two sets of five beads on each string. How many beads are on each string? Tell your partner.**

 **STUDENTS DO:** Share answer.

TEACHER SAY: **Yes, there are ten. How do you know there are ten? How can we use the abacus to count by ten?**

 **STUDENTS DO:** Demonstrate how to count.

TEACHER SAY: **How many total beads do you have on your page? How do you know? Work with your partner to find out. You can move the beads on the row, but do not move beads out of the row.**

TEACHER DO: Walk around and observe how students are counting. Are students counting all the beads? Are students counting by twos? Are students counting by ten? Are students grouping beads? Remind students that the beads must stay in the row but can be moved on the line.

 **STUDENTS DO:** Manipulate the beads to determine how many are on the table.

TEACHER SAY: **Who can tell us how many beads you have and how you counted?**

TEACHER DO: Call on two or three student groups to come to the front of the class to explain. If a projector is available, have students demonstrate.

 **STUDENTS DO:** Show how the problem was solved.

TEACHER SAY: **Each of you solved the problem in a different way. You were able to use the tool to solve your problem. Let's try another problem.**

TEACHER DO: Continue with different strategies for counting including by twos and by fives. Allow students time to explore the new tool.

 **STUDENTS DO:** Explore math with the simple abacus.

TEACHER SAY: **You are using your abacus in many ways to solve math problems. The abacus helped us think of strategies to solve problems. It is time to put away our new technology. Thank your partner. One of you return your cup and beads to ___________.**

TEACHER DO: Have an area where students can put the cup of beads.

 **STUDENTS DO:** Clean up area and put away abacus.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Let's think about the technology we can use in class. How will technology help you in math?**

 **STUDENTS DO:** Share ideas.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Compose both an addition and subtraction sentence in which each number represents a tangible object. • Compose math stories, including an addition and subtraction sentence, that communicate a personal detail.	• Addition • Subtraction	• Board or Chart Paper • Chalk or Markers • Student Book • Pencils • Crayons • Optional Video Resource: Operations and Algebraic Thinking

PREPARATION

You may want to find a parent volunteer for tomorrow's lesson. The students will be painting, and a second set of hands would be helpful.



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **In this chapter, we have learned that numbers communicate information. We use numbers to communicate time and schedules, prices, and information about our class.**

TEACHER DO: Use Calling Sticks to select a student leader.

 STUDENTS DO: Lead the introduction.

TEACHER SAY: **__________, you will lead the introduction today. You may use Calling Sticks to select which student answers each of the questions. The first question is: What is an example of how numbers communicate time?**

 STUDENTS DO: Use Calling Sticks to select a student and answer the question.

TEACHER SAY: **Nice answer, _______. What is an example of numbers communicating prices?**

 STUDENTS DO: Use Calling Sticks to select a student and answer the question.

TEACHER SAY: **We also used numbers to learn information about our class. Can anyone remember something we learned about our class through a survey?**

 STUDENTS DO: Use Calling Sticks to select a student and answer the question.

TEACHER SAY: **________, thank you for your help. Please return to your seat.**

 STUDENTS DO: Return to seat.

2. TEACHER SAY: **Numbers communicate many things. Did you know that numbers can help us communicate stories too? I will show you how. Let's pretend that I like collecting things I find in nature. This is a story about some pebbles that I collected.**

Note to Teacher: The idea of using pictures, objects, and numbers to illustrate a story should be familiar to students. If needed, remind students about drawing to depict adding and subtracting stories in math class.

TEACHER SAY: **One day, I was walking home from school and I picked up 5 pebbles. When I got home, I put the pebbles in my room.**

TEACHER DO: Draw 5 large pebbles on the board or chart paper in any formation. These can be simple circles to roughly represent pebbles.

TEACHER SAY: **Let's count out loud to make sure I have the correct number of pebbles.**

 STUDENTS DO: Count the pebbles drawn.

TEACHER DO: Write the number 5 under the picture of the pebbles.

TEACHER SAY: **The next day, I walked home from school and I picked up 4 twigs. Again, I put those twigs in my room when I got home.**

TEACHER DO: Draw 4 large twigs at the front of the class. These can be simple lines or rectangles to roughly represent twigs.

TEACHER SAY: **Let's count out loud to make sure I have the correct number of twigs.**

 STUDENTS DO: Count the twigs drawn.

TEACHER DO: Write the number 4 under the picture of the twigs.

TEACHER SAY: **I looked at my pebbles and twigs. I wondered how many objects had I found all together on my way home. Look at the pictures and numbers on the board, then discuss the answer with your Shoulder Partner.**

 STUDENTS DO: Discuss how many objects the teacher has altogether.

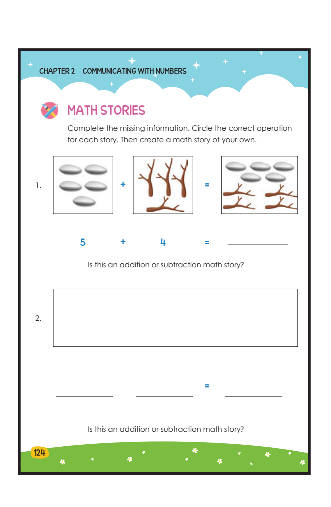
TEACHER DO: Use **Calling Sticks** to select students to answer the question for the class.

TEACHER SAY: **That is correct. My math story is: I had 5 pebbles and then added 4 twigs. All together, I had collected 9 objects.**

TEACHER DO: Point to the pebbles, twigs, and numbers as you summarize the story. Draw a plus sign between the pictures and then an equal sign after the pictures.

TEACHER SAY: **My math sentence is the numbers that represent the story: 5 plus 4 equals 9.**

TEACHER DO: Write the math sentence "5 + 4 = 9" under the pictures.



3. TEACHER SAY: **We just heard a math story and wrote a math sentence. Now it is your turn to use numbers to communicate a story. Please open your student book to the page called Math Stories.**

 STUDENTS DO: Open student book to correct page.

 READ ALOUD: **Complete the missing information. Circle the correct operation for each story. Then create a math story of your own.**

TEACHER SAY: **Look at the first set of pictures and numbers. They represent my math story about picking up objects on my way home from school. Five pebbles plus four twigs equal nine objects. Take some Think Time and decide if this is an addition or a subtraction story.**

 STUDENTS DO: Think about the answer.

TEACHER DO: Use **Calling Sticks** to select a student to answer for the class, prompting the student to justify ("How do you know?") the answer. Then have students circle the correct answer.

TEACHER SAY: Yes, we added the numbers and there were more objects at the end of the sentence than at the beginning. Everyone, please circle the word "addition" after the first example.

 **STUDENTS DO:** Circle "addition" in the student book.

TEACHER SAY: I have another example for you. We will draw this one together in Number 2. This story is about a friend of mine who also likes to collect things from nature. My friend was walking home from school and she picked up 8 pebbles.

TEACHER DO: Draw 8 pebbles (circles) at the front of the class.

TEACHER SAY: My friend knew that I also collected pebbles. She gave me 4 of the prettiest pebbles she found.

TEACHER DO: Draw a circle around 4 pebbles and write your name above them.

TEACHER SAY: How many pebbles did my friend have left? Whisper the answer into your hand.

 **STUDENTS DO: Whisper** the answer into hand.

TEACHER DO: Use **Calling Sticks** to select a student.

TEACHER SAY: How many pebbles did my friend have left?

 **STUDENTS DO:** Subtract to answer.

TEACHER SAY: Well done. My friend had 4 pebbles left.

TEACHER DO: Draw a minus sign before the circled set of 4 pebbles, then an equal sign after it and 4 pebbles on the answer side.

TEACHER SAY: The math story is: My friend collected 8 pebbles and gave me 4. She had 4 pebbles left.

TEACHER DO: Point to the pictures as you summarize the story.

TEACHER SAY: Who can help me write the math sentence for that story? I start with 8 minus _______ equals ________ (8 – 4 = 4).

 **STUDENTS DO:** Offer suggestions for completing the math sentence.

TEACHER DO: Write numbers and symbols as you say the mathematical equation.

TEACHER SAY: Now, look back at your student book. Copy down the example we have just finished where it says Number 2. Let's start with the math sentence, then draw the pictures.

 **STUDENTS DO:** Write the correct numbers in the student book.

TEACHER SAY: Now that you have the numbers, please draw the math story: 8 pebbles collected; 4 pebbles shared: and 4 left for my friend. You can draw pebbles or simple circles like I drew on the board.

 **STUDENTS DO:** Draw pebbles to illustrate the math story.

TEACHER SAY: Is this an addition or subtraction math story? Discuss the answer to this question with your Shoulder Partner.

 **STUDENTS DO:** Discuss answer with **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to select a student to answer for the class.

TEACHER SAY: That is correct. How do you know it is a subtraction math story?



STUDENTS DO: Explain answer.

TEACHER SAY: I agree. It is a subtraction story because there were fewer pebbles at the end of the sentence than at the beginning. Please circle the word "subtraction" for this example.



STUDENTS DO: Circle "subtraction" in the student book.

4. TEACHER SAY: We have been talking about how we can communicate with numbers. We can tell stories using numbers. We can also share information about ourselves in a math story. Let me give you one more example. I have 5 people that live in my home. Then, my cousin and her husband came to live with me. Now how many people live in my home? Discuss the answer with your Shoulder Partner.

Note to Teacher: You may choose to alter this math story to make it accurately reflect your life.



STUDENTS DO: Discuss the addition problem.

TEACHER DO: Use **Calling Sticks** to select a student to answer the question, then prompt student to explain by asking, "How do you know?" or "How did you get that answer?"

TEACHER SAY: Correct. There are 7 people living in my home now. We can draw this personal math story like we did the others.

TEACHER DO: Draw 5 stick people plus 2 stick people, equaling a group of 7 stick people.

TEACHER SAY: The math sentence for my math story is: 5 plus 2 equals 7. Can someone volunteer to write this on the board for us?

TEACHER DO: Choose a student volunteer.



STUDENTS DO: Write "5 + 2 = 7" on the board.

TEACHER SAY: In the next activity, you will get a chance to write an addition sentence about something in your life. It can be about the people in your family, your pets, your toys, food you like to eat, anything. Right now, take some Think Time to come up with an idea.

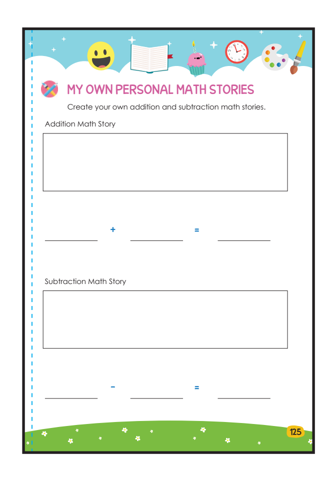


STUDENTS DO: Use **Think Time** to imagine stories.

TEACHER SAY: Share your idea with a Shoulder Partner.



STUDENTS DO: Share ideas with a **Shoulder Partner**.





5. TEACHER SAY: I heard a lot of good ideas. It is time to write those ideas down on paper. Turn to the next page in the student book, called My Own Personal Math Stories.



STUDENTS DO: Open to the correct page.



READ ALOUD: Create your own addition and subtraction math stories.

TEACHER SAY: Draw your addition math story in the box provided. Remember how I made my pebbles circles and my twigs lines? Simple sketches are just fine. These pictures do not need to be very detailed. Take some time to draw the objects in your addition math story now.



STUDENTS DO: Draw objects in personal math story.

TEACHER SAY: Next, write the math sentence below your math story. If you need help writing your sentence, ask your Shoulder Partner before raising your hand to ask for my help.



STUDENTS DO: Write down the math sentence that corresponds with the math story.

TEACHER SAY: Wonderful job completing your addition story. Now you need to create your personal subtraction story. A good story might be about toys that break, money you spend, teeth you lose, or food you eat. For example, "I bought 5 oranges at the store and ate 2 this

week. I have 3 oranges left." Take some Think Time to come up with a subtraction story idea.

 **STUDENTS DO:** Take some **Think Time** to come up with an idea.

TEACHER SAY: Turn to your Shoulder Partner to share your idea.

 **STUDENTS DO:** Share ideas with **Shoulder Partner**.

TEACHER SAY: If your partner agrees that your story uses subtraction, you may begin drawing the objects in your subtraction story in the next box. Remember, these do not need to be detailed pictures.

 **STUDENTS DO:** Draw the objects in the subtraction story.

TEACHER SAY: Next, write your math sentence under the story.

 **STUDENTS DO:** Write down the math subtraction sentence.

TEACHER SAY: Wonderful job.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: You will use the personal math stories you created today for tomorrow's lesson.

TEACHER DO: Use **Calling Sticks** to select a student leader.

TEACHER SAY: _______, will you please lead the class. Please ask students to share one thing they learned from a friend's personal math story.

 **STUDENTS DO:** Use **Calling Sticks** to select students to answer the question.

TEACHER SAY: Great ideas. Thank a friend for helping you learn.

Lesson 9 Overview

LEARNING OUTCOMES

Students will:
- Create new colors from primary colors.
- Sketch a draft illustration in pencil to accompany each math sentence.
- Use various art materials to create illustrations to accompany each math story.

KEY VOCABULARY

- Application

MATERIALS

- Board or Chart Paper
- Chalk or Markers
- Student Book
- Pencils
- Scissors
- Extra pieces of paper (at least one per student)
- Paint (primary colors)
- Tin foil
- Cut sponges (six per group—one for each color)
- Cut apples, potatoes or other fruits/vegetables (six per group—one for each color)
- Cotton swabs (six per group—one for each color)
- Tin foil (six pieces per group—one piece per color)
- Thick painting paper (two pieces per student)
- Paper or cloth towel (one per student)
- Example subtraction math story painting called "Puppies"

PREPARATION

Arrange the classroom into groups so that students can share paint and application tools (sponges, apples, potatoes, and cotton swabs). Prepare apples, potatoes, or other fruits by cutting into thick round disks. Cut the sponges into small rectangles or other shapes. Designate an area for drying the wet artwork. You may also want to cover the tables with plastic or cloth tablecloths. Script an example of a subtraction math story painting (or sketch) called "Puppies" that depicts five puppies, three of which are adopted by families, with two remaining in the original house (the accompanying math sentence is $5 - 3 = 2$). Paint details such as four separate houses or families to fill out the story beyond the simple objects drawn in math journals to represent problems. Give the painting a title and sign your name at the bottom.



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER DO: Use **Calling Sticks** to select a student leader.

TEACHER SAY: ________, will you please come up front and lead our introduction?

STUDENTS DO: Join teacher at the front of the room.

TEACHER SAY: You may use Calling Sticks to select students. Please ask the students to review what we did during our last lesson.

STUDENTS DO: Lead the class in a review of the previous lesson.

TEACHER SAY: Thank you, _________.

STUDENTS DO: Return to seat.

2. TEACHER SAY: In the last chapter, we wrote personal narratives. Do you think your illustrations helped communicate your written story to others? Why?

TEACHER DO: Select a student to answer the question.

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: Just like illustrations help communicate a story written in words, illustrations can also help communicate a math story. Today we are going to paint an illustration for our math stories.

TEACHER SAY: Before we start, let's practice painting. Our first goal is to figure out how much paint we need on the tool we are using. We do not want to use too much or too little.

TEACHER DO: Distribute extra paper and painting supplies, or divide students around the room if you have painting stations set up.

TEACHER SAY: First, let's find out what tools we have. What objects do you see in front of you?

TEACHER DO: Use **Calling Sticks** to select students to answer the question.

 **STUDENTS DO:** Describe the items available at each group.

TEACHER SAY: These are all tools you can use to apply the paint to your page. There is one more tool you can use. Can anyone guess what it is? Here is a clue: Each of you have ten of them. Discuss your answer with your Shoulder Partner.

 **STUDENTS DO:** Discuss the answer.

TEACHER SAY: Did you say fingers? Good guess. You can paint with the tools in front of you and your fingers. Watch me use this apple to paint. I want to make sure it is covered in paint, but not press too hard into the paint.

TEACHER DO: Demonstrate pushing an apple slice into the paint.

TEACHER SAY: Then press the tool onto the page. Again, do not press too hard.

TEACHER DO: Demonstrate pressing the apple with paint onto the page.

TEACHER SAY: Let's practice. Everyone take a tool, dip it into the paint, and then press it onto the paper. Then try another tool.

 **STUDENTS DO:** Apply paint to the paper with multiple application tools.

TEACHER DO: Demonstrate to the class how to draw an object, such as a person, with the application tools and paints available.

3. TEACHER SAY: Good job. Now that you know how to use the tools, look at the paints that are on your table. Red, yellow, and blue. We learned what these three colors are called in one of our first chapters. Can you remember what these three colors are called? Whisper the answer into your hand.

 **STUDENTS DO: Whisper** answer into hand.

TEACHER DO: Use **Calling Sticks** to select a student to answer the question for the class.

TEACHER SAY: That is correct. These are primary colors. There is something special about primary colors. You can make other colors with primary colors.

TEACHER DO: On a chart paper, color a yellow box and a red box.

TEACHER SAY: We will now make different colors from our three primary colors. If we mix yellow and red paint, what color do you think they make? Whisper the answer into your hand.



STUDENTS DO: Whisper answer into hand.

TEACHER SAY: I heard some students say "orange." That is correct. With one end of a cotton swab, pick up a small amount of yellow, and put it down in an empty part of your foil. Then, using the other (clean) end, pick up some red and mix it into the dot of yellow.

 **STUDENTS DO:** Mix the colors together to create orange.

TEACHER DO: Repeat this process for all of the other color combinations: yellow and blue to make green; red and blue to make purple.

TEACHER SAY: From three primary colors, you made three more colors. How many colors do you have altogether?

TEACHER DO: Use **Calling Sticks** to select a student to answer.

 **STUDENT DO:** Answer with the total number of colors.

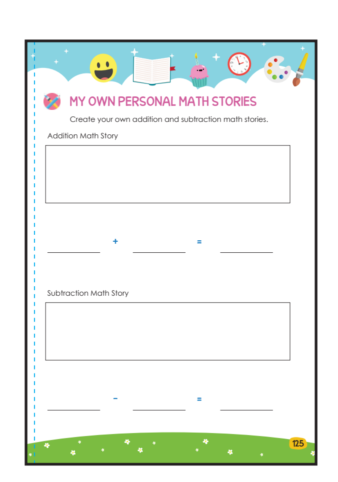
TEACHER SAY: Six colors: red, yellow, blue, orange, green, and purple. Try to keep the colors separate. If you use one tool for orange, then green, then purple, you will ruin all the colors after the first one you chose. They mix together, so we will use one tool for each color.

TEACHER DO: Demonstrate the above explanation and press the mixed color on chart paper.

TEACHER SAY: Please designate one sponge, apple slice, potato slice, and cotton swab for each color.

 **STUDENTS DO:** Put one application tool near each color.

TEACHER SAY: The same thing goes for your fingers. Wipe the paint off your finger before putting it into a new color.



4. TEACHER SAY: Before we begin painting, let's go back to the page we finished yesterday. Please open the student book to the page called My Own Personal Math Stories.

TEACHER DO: Ensure that students clean hands before handling the student book, and keep the student books away from the paint on the table. If needed, have students cut the page out so that the books can be put away.

 **STUDENTS DO:** Open to the correct page.

TEACHER DO: Use **Calling Sticks** to select two or three students to hand out paper.

TEACHER SAY: Our volunteers are handing you the paper you will use to paint your math story illustrations. You will receive one piece for your addition story and one piece for your subtraction story.

 **STUDENTS DO:** Pass out two pieces of paper to each student.

TEACHER SAY: Yesterday when you drew the objects for your math stories, you made simple sketches. For your paintings today, you will be painting the whole math story and add details.

TEACHER DO: Show your example. As you explain the story to the class, point to the corresponding parts of the painting.

TEACHER SAY: I will show you my example of a subtraction math story. My title is "Puppies." In this math story, my dog had five puppies. I gave three of the puppies away to other families. Now we have two puppies remaining at home. Under my painting, I wrote the math sentence that goes with my math story: 5 – 3 = 2. How does this painting look different than how we draw the objects for math problems in our math journals?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: **I did not just draw pictures of puppies and add a minus and equal sign. What else was in my painting?**

TEACHER DO: Use **Calling Sticks** to select a student to answer.

 **STUDENTS DO:** Describe the other parts of the painting.

TEACHER SAY: **That is right. I also drew my house and the families that adopted the puppies. Using this example, take some Think Time to plan how you will use the available tools and colors to paint each of your math stories.**

 **STUDENTS DO:** Think about a plan.

TEACHER SAY: **Share your plan with a Shoulder Partner.**

 **STUDENTS DO:** Share plan.

5. TEACHER SAY: **When you are ready, begin painting your addition math story.**

TEACHER DO: Circulate around the room to provide support where it is needed. Check that the numbers in students' stories are the same as the paintings.

 **STUDENTS DO:** Paint the addition math story using the application tools and the paint.

TEACHER SAY: **It looks like all of you are finished painting your addition math stories. Please write your math sentence under your pictures with a pencil or marker.**

 **STUDENTS DO:** Write the correct math sentence.

TEACHER SAY: **In the last chapter, you gave your personal narrative a title. Let's give our math stories a title too. Write the title at the top of the page.**

 **STUDENTS DO:** Decide on and write the title at the top of the paper.

TEACHER SAY: **Finally, an artist usually signs artwork. Please sign your name at the bottom of your paper.**

 **STUDENTS DO:** Sign name at the bottom of the paper.

TEACHER DO: Show students the designated paint drying area and dismiss students in small groups to carefully transfer paintings to the drying area.

 **STUDENTS DO:** Follow teacher directions and put paintings in the drying area.

6. TEACHER DO: Repeat the process above for the subtraction math story. Circulate to support students as necessary. Students may need help deciding how to show a subtraction problem in pictures. If time allows, have students share paintings with a **Shoulder Partner** and ask the partner to check that the math problem represented in the painting is correct.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER DO: Use **Calling Sticks** to select a student leader for the closing discussion.

TEACHER SAY: **Please ask the class to share which tool was their favorite to use.**

 **STUDENTS DO:** Lead closing discussion about tools used.

TEACHER SAY: **We will let the paintings dry overnight. Tomorrow you will share your paintings with the rest of the class.**

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Present illustrated math stories to communicate personal information to the class. • Analyze and compare information presented by peers. • Evaluate other students' math stories.	• Evaluation	• Chart Paper • Crayons • Pencils • Student Book • Scissors



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **In the last lesson, you painted your addition and subtraction math stories. I am so proud of how hard you worked. Today you will share your paintings with your friends.**

TEACHER DO: Use Calling Sticks to select a student leader.

TEACHER SAY: **Please ask your friends to share what they liked most about painting yesterday.**

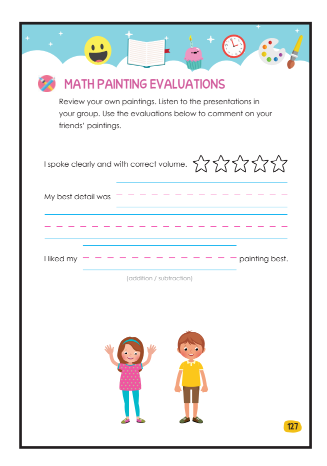
 STUDENTS DO: Ask students to share thoughts.

TEACHER SAY: **Next, please ask your friends challenges they had while painting.**

 STUDENTS DO: Ask students to share thoughts.

2. TEACHER SAY: **Thank you for sharing. One thing we are learning this year is how to solve problems and keep going even if something is hard. You did a great job yesterday solving problems you found as you were painting. Today we are going to celebrate your work by presenting your paintings. I will start by modeling a presentation.**

TEACHER DO: Model presenting the Puppies math story and painting, including and recording the following steps on the board or chart paper:



a. State the title.
b. Tell the story with details (such as how you felt for each event).
c. Read the math sentence.

Note to students that they should use appropriate volume and hold the painting so that the group can see it while they present.

TEACHER SAY: **Are there any questions before we begin?**

 STUDENTS DO: Ask any questions.

3. TEACHER SAY: **It is now time to share your math stories with your friends. Open your student book to the page called Math Painting Evaluations.**

 STUDENTS DO: Open to the correct page.

TEACHER SAY: This review process is similar to how you reviewed your friends' personal narratives. You will review each student's paintings in your group, including your own.

READ ALOUD: Review your own paintings. Listen to the presentations in your group. Use the evaluations below to comment on your friends' paintings.

TEACHER SAY: We will start by having one student in each group present their two paintings. Then we will pause to review and fill out the evaluation sheet.

TEACHER DO: Organize the class into groups of three. Designate which student will go first in each group, then get the attention of the class and walk through the evaluation forms. The students who presented will fill out the self-evaluation, while the other two group members fill out the evaluations that can be cut out. Repeat the process for the second and third presentations in each group. Circulate around the room as students present to listen. When needed, remind students of the three important parts of the presentation listed (above and) on the board. When all groups are finished, get the attention of the class for the closing.

4. TEACHER SAY: You have become skillful presenters. Now, cut out your reviews of your friends on the dotted lines.

TEACHER DO: Ensure that group locations have scissors.



STUDENTS DO: Cut out evaluations.

TEACHER SAY: Shake the hand of each illustrator in your group, and give them your review.



STUDENTS DO: Pass out evaluations to the correct person and shake hands.

TEACHER SAY: Once you have all of your evaluations, take a moment to read them.

Note to Teacher: If time allows, continue with another round of sharing as suggested below. Otherwise, skip to the closing.

5. TEACHER SAY: You have shared your paintings with two other students. Let's share your favorite painting with a couple more friends using Shake It Share It High Five. You do not need to fill out evaluations this time—just practice sharing. Remember to take your favorite painting with you.



STUDENTS DO: Find a partner.

TEACHER SAY: Tell your new partner why this painting is your favorite.



STUDENTS DO: Share explanation.

TEACHER DO: Facilitate a few rounds of **Shake It Share It High Five**, then have students return to seats to close the lesson and chapter.

Note to Teacher: Save two of the best addition and math story paintings to use in the next chapter.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: I really enjoyed seeing all of your math stories. You did a great job communicating something about yourself using numbers.

TEACHER DO: Use **Calling Sticks** to select a student leader.

TEACHER SAY: Please ask your friends to give an example of how we can communicate with words.



STUDENTS DO: Lead discussion.

TEACHER SAY: Very nice. I am glad everyone was paying attention last chapter. Now please ask your friends to give an example of how we can communicate with numbers.

STUDENTS DO: Lead discussion.

TEACHER SAY: Thank you, _______. We have communicated with words and numbers. What other ways can we communicate?

STUDENTS DO: Share ideas.

TEACHER SAY: I hear some great ideas. We will continue learning about communication in our next chapter.

PRIMARY 1

Multidisciplinary

COMMUNICATION

Chapter 3: Communicating with Art

Theme Overview

Communicating with Art

COMPONENT	DESCRIPTION	LESSONS
Discover	Students review yearlong learning and discover past themes through the lens of visual arts, music, and drama.	3
Learn	Students learn to use art as a way to communicate ideas. Students study nature by creating a sculpture, designing a mask, and writing a skit.	5
Share	Students compose a newsletter to share yearlong learning. Students host an art show to celebrate learning through art with family members.	2

Connection to Issues



Citizenship: We belong to a family. We each have a role in our country.

Environmental Issues: We care about the earth. We are part of a community that sustains the environment.

Life Skills Addressed

Communication

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. • Identify the relationship among different items. • Observation. • Ask questions. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. • Fluency. **Problem Solving:** • Identify the problem. • Collect data. • Suggest solutions to problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Respect for others' opinion. • Exchange information. **Productivity:** • Set clear goals. **Decision Making:** • Select the appropriate alternative. **Negotiate:** • Effective listening. • Good inquiry.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Trust others.
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression. • Verbal and non-verbal communication. **Resilience :** • Adapt and make adjustments to meet challenges.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

Phonics and Word Recognition

- Read common, high-frequency words by sight.

Fluency

- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Comprehension: Informational Text

- Follow written instructions.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- With prompting and support, read informational text appropriately complex for Primary 1.

Language: Vocabulary Acquisition and Use

- Participate in collaborative conversations.
- Use sentence-level context to determine the meaning of unknown words.

WRITING:

Foundational Skills

- Write two- or three-word sentences (imitating and independently).
- Write high-frequency words.

Narrative

- Add drawings to convey meaning.

SPEAKING AND LISTENING:

Foundational Skills

- Use appropriate vocabulary, gestures, facial expressions, and body language for the situation.
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Fluency

- Produce complete sentences when appropriate to task and situation.
- Use singular and plural proper and common nouns with matching verbs in basic sentences.

MATH:

Operations and Algebraic Thinking

- Add and subtract units of money to 100 Egyptian pounds.

Measurement and Data

- Tell and write time in hours using analog and digital clocks.

SCIENCES:

Skills and Processes

- Design and make things with simple tools and a variety of materials.

Engineering Design and Process

- Develop an understanding of engineering design.

SOCIAL STUDIES:

Roles and Responsibilities of Citizens

- Identify some sites and historical monuments in Egypt.
- Demonstrates his commitment to correct behaviors when visiting important heritage sites.
- Apply general rules and ethics in life.
- Participate in creating general rules and ethics in life.
- Work with others to solve problems (in the classroom, school, and community).
- Communicate effectively with others.
- Differentiate between acceptable and unacceptable behaviors.
- Demonstrate respect for customs and traditions.
- Communicate politely, using vocabulary such as please and thank you.

ART:

Sculpting

Expressing Self Through Sculpture

- Distinguish between different sculpting materials (e.g., paper, ceramic, clay, dough).

Developing Imagination

- Use different colored sculpting materials to create two-dimensional and three-dimensional artworks.

Applied Arts and Handicrafts (Artwork)

Using Materials from the Surrounding Environment

- Use materials from the surrounding environment to create linear representations of humans, animals, or birds (e.g., match sticks, seeds).
- Create and color masks using materials from the surrounding environment.

MUSIC:

Playing Instruments

Playing Simple Instruments

- Play instruments available in school.

Singing

Singing Meaningful Songs

- Sing songs that include new vocabulary words.

Demonstrating Appropriate Behaviors in Music

- Participate in group singing.
- Respect the performance of others in singing.
- Develop self-confidence through playing instruments.
- Sing songs related to personal interests.

DRAMA:

Acting

Identifying Narration

- Create theme-related drama.
- Create dialogue using theme-related vocabulary.

EDUCATIONAL MEDIA:

Journalism

Identifying Basic Elements of Journalism and Journalistic Arts

- Contribute theme-related information to the newsletter.

Library

Importance of Library: Developing Love of Reading

- Create an album of stories they have read in the library.

VOCATIONAL FIELDS:

Commercial Jobs

Respecting, Appreciating, and Enjoying Manual Work and Workers

- Explain the concepts of selling, buying, and saving.

INFORMATION AND COMMUNICATION TECHNOLOGIES:

- Identify relationships between digital information and resources and real life.
- Use digital technologies (i.e., computer) appropriately to support learning.
- Use a variety of digital tools to produce and publish writing and art with guidance and support (e.g., painting software).

CH 3 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Review the theme Who Am I. • Consider favorite artwork done throughout the year. • Communicate about selves through art.
2	**DISCOVER: Students will:** • Review the theme The World Around Me. • Identify how music helps tell a story. • Collaborate to write a verse to a song.
3	**DISCOVER: Students will:** • Review the theme How the World Works. • Use drama to review learning. • Role play buying and selling goods in a store.
4	**LEARN: Students will:** • Use technology to research an upcoming art show. • Explore different art forms.
5	**LEARN: Students will:** • Identify and compare different materials used to create sculptures. • Create a sculpture using different materials.
6	**LEARN: Students will:** • Use materials from surrounding environment to create a nature scene. • Compose a verbal short story to accompany artwork. • Recognize literature as a form of art.
7	**LEARN: Students will:** • Create a mask using natural materials from the environment. • Use two-dimensional materials to create a three-dimensional mask. • Imagine the use of a mask to tell a story.
8	**LEARN: Students will:** • Identify elements of a script. • Collaborate to write a script. • Perform a skit using masks.
9	**SHARE: Students will:** • Create a classroom newsletter to review and share yearlong learning.
10	**SHARE: Students will:** • Prepare classroom for an art show. • Present artwork to classmates and family members. • Demonstrate proper etiquette with guests.

Materials Used

Student book

Pencils

Crayons

Scissors

Blackboard or chart paper

Chalk or markers for board

Glue or tape

Markers

Music player (if possible)

Pretend money

Play dough

Small pieces of paper in a variety of colors

Scraps of fabric

Books to read aloud

Art materials (such as twigs, gravel, leaves, seeds, flower petals)

Craft materials (such as colorful construction paper, yarn, buttons, pom-poms, cotton balls etc)

Rulers or craft sticks

Newspaper

Digital camera, printer (optional)

Index cards



Lesson 1 Overview

LEARNING OUTCOMES

Students will:
- Review the theme Who Am I.
- Consider favorite artwork done throughout the year.
- Communicate about selves through art.

KEY VOCABULARY

- Communicate
- Visual Arts

MATERIALS

- Student Book
- Crayons
- Chart Paper
- Markers
- Pencils

PREPARATION

Collect any saved artwork (drawings, paintings, models, etc.) students completed throughout the year to use during this lesson. Prepare a Color Chart on the board or chart paper, assigning a topic to each of six colors. Students will draw pictures of each topic in a rainbow. You can use the following topics or choose your own:
- Red—People I love
- Orange—What I like to eat
- Yellow—Favorite summer activity
- Green—Things in nature I like
- Blue—Things that make me sad
- Purple—An accomplishment that makes me proud



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

This is a time to excite your students about the chapter. Tell them they are beginning a chapter of study called "Communicating with Art."

TEACHER SAY: Today we will continue to learn about our theme, Communication. In our last chapter we learned how important numbers are for communicating. Our new chapter is called "Communicating with Art." What do you think we might learn? _________, please come to the front of the room to lead our discussion.

 **STUDENTS DO:** Use **Calling Sticks** to choose three students to share ideas (leader).

2. TEACHER SAY: You have learned a lot about art this year. We are going to start our lesson today by reviewing our year. Then we will create new artwork. At the end of our chapter, we will have an art show and invite our families to see all the progress you have made this year.

Let's get started. We will begin this chapter by looking at visual arts like drawing, painting, and sculpting. Who remembers some art we have created this year? Talk with your Shoulder Partner about the art we have made.

 **STUDENTS DO:** Recall art projects throughout the year.

Note to Teacher: Some students may recall art done in other subjects during the school year. These responses will serve to build the knowledge of visual arts.

3. TEACHER SAY: You have been very creative this year. Now let's think all the way back to the beginning of the year. What do you remember about our first theme ,Who Am I? I will give you a hint. You started learning about using your senses.

 **STUDENTS DO:** Talk about Who Am I activities.

TEACHER DO: As needed, remind students of some of the learning, including family, friends, life cycles, plants, our five senses, community members, and a book called "All About Me." You may need to remind students about some of the art completed during Who Am I. Activities included self-portrait; family picture and family tree; completing life cycles of plants and humans; and using the five senses.

TEACHER SAY: You have good memories. What do you remember about your "All About Me" book? Talk with your Shoulder Partner. Let's see how much you remember.

 **STUDENTS DO:** Recall "All About Me" with **Shoulder Partner**.

TEACHER DO: Listen to students' responses and start listing memories on the board. Students had choices about what to draw for the "All About Me" books. Choices included self-portraits, favorite activities, favorite food, where they live, and so on. The list will be used as a reference for today's artwork.



4. TEACHER SAY: You were proud of your "All About Me" books. You have also grown so much since the beginning of the year. Let's revisit who we are now and create new art. Open your student book to the first page in this last chapter, Colorful Me. We are going to make a rainbow all about you, and that is why this is called Colorful Me.

TEACHER DO: Point to the Color Chart you prepared.

 **READ ALOUD: Draw six things about you.**

TEACHER SAY: There is one thing that we all need on our rainbow pages. Before we start drawing, please write your name on the line at the bottom.

 **STUDENTS DO:** Write name on writing line.

TEACHER SAY: You are so much better at writing your name than at the beginning of the year. Well done. This chapter is about communicating with art. Drawing is a form of art. Today you will be drawing about yourself in a rainbow. I made a chart of what to draw in each color. Let's read it together.

 **STUDENTS DO:** Read chart with teacher.

TEACHER SAY: Some of your favorite things or activities may have changed since the beginning of the school year. Your rainbow will communicate who you are now to others. Let's use some Think Time. You will be sharing your Colorful Me rainbow with friends and family at the art show. What do you want to draw in your red, orange, and yellow stripes?

TEACHER DO: After allowing **Think Time**, direct students to find a new partner with **Hands Up, Pair Up**. Students will work with these partners to formulate ideas.

 **STUDENTS DO:** Think about three things to draw on the rainbow according to the topics on the Color Chart.

TEACHER SAY: When you are ready, draw pictures to tell others about yourself in the first three stripes.

 **STUDENTS DO:** Draw pictures in the red, orange, and yellow stripes according to the topics on the Color Chart.

TEACHER DO: If needed, provide more structure by having students think about what to draw and drawing in each color one at a time. Repeat providing **Think Time**, sharing with a partner, then drawing pictures for the green, blue, and purple stripes. If time allows after drawing, have students share drawings with a **Shoulder Partner** or small group.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER DO: Use **Calling Sticks** to select a student leader.

 **STUDENTS DO:** Lead the closing discussion (leader).

TEACHER SAY: Today let's share an accomplishment from the year. What can you do today that you did not know how to do when the year started? Our student leader will use Calling Sticks to call on students to share.

 **STUDENTS DO:** Share accomplishments.

TEACHER SAY: Thank you all. Be sure to thank your partner for helping you today.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Review the theme The World Around Me. • Identify how music helps tell a story. • Collaborate to write a verse to a song.	• Music • Communicate • Motion	• Student Book • Crayons • Markers • Pencils • Chart Paper or Board • Music Player (such as computer, CD player, record player)

PREPARATION

Find clips of music to play for students that promote emotions.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Today we will continue to learn about our theme, Communication. In our last lesson, we reviewed our first theme, Who Am I, and made a rainbow of drawings about ourselves. What do you think is the most important stripe on your rainbow, and why? _________, please come to the front of the room and choose five Calling Sticks.

 **STUDENTS DO:** Choose five students to share ideas.

2. TEACHER SAY: Thank you for sharing. It is fun to learn about each other. Today we will review our second theme, The World Around Me. Let's see how much you remember about this theme. I will give you a hint. You learned about transportation in this theme. Talk with your Shoulder Partner. What do you remember?

 **STUDENTS DO:** Discuss with **Shoulder Partner**.

TEACHER DO: Students may have a difficult time remembering the theme. You can help them with ideas such as transportation, a safety pledge, seasons of the year, healthy food choices, plants, motion, and visiting monuments.

TEACHER SAY: Let's share with the whole group now. Please tell us what your Shoulder Partner shared.

 **STUDENTS DO:** Respond with ideas from **Shoulder Partner**.

TEACHER DO: List student ideas on the board.

3. TEACHER SAY: You should be proud of all you learned. Remember, this chapter is about communicating with art. Music is a form of art. In today's lesson, we will think about how we communicate with music. We will look at the theme The World Around Me, through music. First, let's think about how music makes us feel. Think about songs you know. How do the songs make you feel?

 **STUDENTS DO:** Share emotions associated with songs such as sad, happy, scared, excited.

TEACHER DO: Prompt students to think about feelings that music inspires. Introduce new words as they are used in students' answers. Record the emotions on the board. If possible, have students sing a song that promotes an emotion discussed. Play various clips of music if available. Encourage students to react to the music, including dancing, singing along, and other appropriate behaviors. After each piece of music, stop and discuss. Have students show emotions, either in actions or facial expression.

 **STUDENTS DO:** Respond to music.

TEACHER SAY: **Yes. Music can make us feel happy. It can make us feel sad. It can make us want to dance.**

TEACHER DO: Continue the process through at least three musical clips.

4. TEACHER SAY: **We feel emotions when we listen to music. We can also communicate emotions through music. When we watch cartoons or movies, music is often playing. The music changes as the story changes.**

TEACHER DO: Choose students who are willing to try something creative in front of other students to help with the next activity.

TEACHER SAY: **Let's try something together. I need six volunteers. I will tell a story. One student will Role Play the story as I tell it. The other three will hum music they think will help tell my story. Who would like to help us?**

 **STUDENTS DO:** Raise hands.

TEACHER DO: Before telling the story, give each student a role. One will **Role Play** everything Habiba does as you tell the story. For instance, look sad, pick up trash, and so on. One student will be Amgad. The other three will hum during parts of the story. One will hum a happy tune, one will hum a sad tune, another will hum a scared tune, and the fourth will hum an excited tune. Allow students some time to think about the roles. Tell the following story or make up one of your own. Point to individual students to signal them to begin humming in the appropriate section of the story.

TEACHER SAY: **I will tell you a story about Habiba. Everyone listen as our student leaders help me tell the story.**

 **STUDENTS DO:** Listen and watch as student acts out the part of Habiba.

TEACHER DO: Signal to student to hum an excited tune. Direct student performing actions to continue throughout the story.

TEACHER SAY: **One day, Habiba was visiting a local monument. She was excited to learn and glad to see many visitors at the monument. The monument was beautiful in the light.**

 **STUDENTS DO:** Listen as student hums.

TEACHER DO: Signal student to stop humming. Signal student to hum a sad tune.

TEACHER SAY: **Habiba wished she had a friend to share the experience.**

TEACHER DO: Signal scared tune when you read, "Someone was calling her name."

TEACHER SAY: **Habiba heard a sound. Someone was calling her name. She looked around, but did not recognize anyone.**

 **STUDENTS DO:** Continue to listen and help tell story.

TEACHER DO: Signal for the last hummer to begin humming a happy tune.

TEACHER SAY: **Then she saw her friend, Amgad, waving to her from the crowd. Amgad brought a snack and shared it with Habiba. Amgad and Habiba explored the monument together.**

 **STUDENTS DO:** Listen and clap when students finish.

TEACHER SAY: My goodness. You really added to my story. How did the music help tell the story?

TEACHER DO: Choose two or three students to respond.

 **STUDENTS DO:** Offer ideas.

TEACHER DO: Tell the story one more time, but point to the hummers in a different order, such as signaling for scared music when Habiba is "excited" and sad when sharing a snack with Amgad. Discuss why the music is confusing and how it changes the story.

 **STUDENTS DO:** Listen to and watch story.

TEACHER SAY: Thank you all for helping me tell stories. How did the music change the story this time?

 **STUDENTS DO:** Respond with ideas.

TEACHER SAY: Let's work in groups to imagine and tell a story. One of you will tell the story, one or two of you will act out the story, and the rest will hum background music that shows emotion in the story.

TEACHER DO: Assign students to groups of four to six. If students need extra support, suggest a topic or scene to get students started. Refer to the list of what students remember learning in the second theme for ideas.

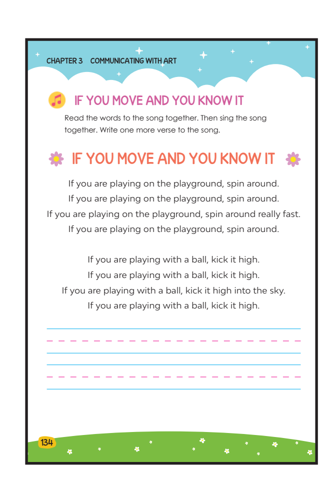
TEACHER SAY: Work together to make up a simple story about something we learned in The World Around Me. The list of what we learned is on the board. Decide who will do each job. You will share your stories with others after you have had time to practice.

 **STUDENTS DO:** Work with teams on stories.

TEACHER DO: Walk around, guiding students as needed. If students need more support, provide step-by-step instructions such as assign roles in your group, agree on a place and event for the story, and so on. At the appropriate time, bring students back together with Hands Up signal. Decide which groups will perform for and listen to each other. Assign three groups to work together at a time, and allow time for all to perform.

 **STUDENTS DO:** Perform for each other. Listen to others respectfully.

TEACHER DO: Walk around as students perform. Encourage students to thank each other for sharing.



CHAPTER 3 COMMUNICATING WITH ART

IF YOU MOVE AND YOU KNOW IT

Read the words to the song together. Then sing the song together. Write one more verse to the song.

IF YOU MOVE AND YOU KNOW IT

If you are playing on the playground, spin around.
If you are playing on the playground, spin around.
If you are playing on the playground, spin around really fast.
If you are playing on the playground, spin around.

If you are playing with a ball, kick it high.
If you are playing with a ball, kick it high.
If you are playing with a ball, kick it high into the sky.
If you are playing with a ball, kick it high.

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5. TEACHER SAY: Your stories show you really remember what we learned in The World Around Me. Music can help us tell a story of emotions. Music can also tell a story by itself. Open your student book to the page If You Move and You Know It. Does anyone remember this song? What were we learning about when we learned this song?

 **STUDENTS DO:** Respond (learning about movement).

TEACHER SAY: Yes, we learned about movement in this theme. Let's read the directions.

 **READ ALOUD: Read the words to the song together. Then sing the song together. Write one more verse to the song.**

TEACHER SAY: This sounds like fun. Read along with me as I read the words.

TEACHER DO: Read aloud the words to the song on the student book page

 **STUDENTS DO:** Follow along with teacher as the song is read, and then sing along with the class.

TEACHER DO: After reading the song, sing the song together once. Students may comment that this is not the entire song. Ask if they remember other verses. If you still have access to a student book from The World Around Me, the full song is available in Chapter 2.

TEACHER SAY: **Music is a good way to remember what we learn. You have learned a lot about movement this year. Let's think about how we can add another verse to the song. Since this song is about movement, the next verse should also be about movement or motion. Let's work in groups to create the next verse.**

TEACHER DO: Put students into groups of eight to ten. If you think smaller groups would work better, have groups share with three or four groups instead of with the whole class.

 **STUDENTS DO:** Regroup with student books in hands.

TEACHER SAY: **Each group will make a new verse. Before we start, let's look more closely at the song. How many times do you repeat the same line?**

 **STUDENTS DO:** Respond.

TEACHER SAY: **What happens on the third line?**

 **STUDENTS DO:** Respond (add two or three words).

TEACHER SAY: **Very good. You are in groups because you will be working together to perform your verse for the rest of us. We will go around the room, singing our verses for each other. If you have time, use hand or body movements for each part of your song. Remember, we are making verses about motion.**

 **STUDENTS DO:** Work in groups to compose a new verse along with movements.

TEACHER DO: Walk around, helping as needed. Number the groups or arrange so students will be able to sing, one group after another. If room allows, make a large circle around the class so everyone can easily see each other.

TEACHER SAY: **You are being very creative. Let's share our verses now. We will start by singing the first two verses together. Then I will point to a group. You will sing your verse, and the rest of us will listen. Then we will move to the next group. Be respectful listeners, and we will learn about motion through our song. If there are motions to the new verse, everyone can do them together.**

TEACHER DO: If possible, distribute simple instruments, such as drums, for students to play during the song.

 **STUDENTS DO:** Sing song and added verses.

TEACHER DO: Point to student groups to signal who should sing the next verse. Lead students in clapping after all students have completed the verses.

TEACHER SAY: **What a great way to remember what we have learned. Please thank your group and return to your seats.**

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we reviewed the chapter The World Around Me. We learned that music helps us communicate. How did music help you communicate today? Share with your Shoulder Partner.**

 **STUDENTS DO:** Share with **Shoulder Partner**.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Review the theme How the World Works. • Use drama to review learning. • Role play buying and selling goods in a store.	• Drama • Charades	• Student Book • Crayons • Markers • Pencils • Chart Paper or Board • Pretend money: five 1-pound notes and one 5-pound note per student.

PREPARATION

Prepare clue cards for students to play charades using content from the theme How the World Works. Possible clues include how to make bread, wanting a toy, personal hygiene (each routine can be a separate clue), conserving water, being a fireman, being a cashier at a store, counting money, using a magnet, driving a car, making breakfast.



Discover (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: In our last lesson, we reviewed the theme The World Around Me using music to remember our work. Our question today is: Why do you think music is important? _________, please come to the front of the room and choose five Calling Sticks.

 **STUDENTS DO:** Choose five students to share ideas (helper).

2. TEACHER SAY: Thank you for sharing. Music is one form of art that is so important to us. Today we will review our third theme, How the World Works. Let's see how much you remember about this theme. I will give you a hint. You learned about needs, wants, and buying goods in this chapter. Talk with your Shoulder Partner. What do you remember?

 **STUDENTS DO:** Discuss with **Shoulder Partner**.

TEACHER DO: Record students' ideas on the board. You may have to help students remember. Some of the things studied were how to make bread, goods and services, use of technology, water conservation, community businesses, magnetism, how the sun moves, healthy meals, and buying and selling goods.

3. TEACHER SAY: We learned so much in this theme. We explored our first theme, Who Am I, through drawing. We explored the second theme, The World Around Me, through music. Let's explore this theme, How the World Works, through drama. Drama is another form of art. How do you think we can communicate through drama?

 **STUDENTS DO:** Share ideas.

TEACHER DO: Write students' ideas on the board. Ideas may include writing a skit, a puppet show, or a broadcast.

TEACHER SAY: These are all good ideas. In our last lesson, we showed emotion with music. When we perform for others in drama, one thing we need to do is show emotion with our face and our body. Let's try that right now. Please stand up so we can practice.

 **STUDENTS DO:** Stand up.

TEACHER SAY: You will stay where you are to show emotion. I will say an emotion and you will act it out. There is one rule: you cannot use your voice. We will be acting silently. Ready? Your first emotion is surprise.

 **STUDENTS DO:** Silently act out surprise.

TEACHER DO: Continue with other emotions such as happy, scared, amusement, feeling pain, etc.

4. TEACHER SAY: Excellent. Please sit down. Let's now use our faces and bodies as we play a game to remember our theme, How the World Works. The game is called Charades. Who can share with the rest of us how to play Charades?

 **STUDENTS DO:** Explain game of **Charades**.

TEACHER DO: If students have not played **Charades** before, explain the game. Demonstrate or have a student demonstrate.

TEACHER SAY: You will play this game in groups. One student from each group will come to me for a clue. All of the clues will be about what we learned in How the World Works. I will whisper to you what you will silently act out. Let's demonstrate. ________, will you join me to demonstrate? The class will guess what you are acting out.

TEACHER DO: Whisper a direction to the student helper that is not on the cue cards you prepared for the lesson, such as "Show you are reading a funny book." Make certain all students see you whispering very quietly and that the student whispers back to verify the action. If students can easily read cards, hand cards to students instead of whispering. Direct student helper to perform while the class guesses the action.

 **STUDENTS DO:** Demonstrate game of **Charades** to the whole group.

TEACHER SAY: Excellent job working together. Thank you, ________, for helping us. Are there any questions about playing the game?

 **STUDENTS DO:** Ask questions.

TEACHER DO: Put students into groups of four to eight. Determine how students will number off within groups. You may want to give students numbered cards to remember the number.

TEACHER SAY: In your group, assign each member a number. You will each have at least one turn to be the one who performs. The rest in the group can all guess. If you are number one in your group, come to me. The rest of you get ready to play Charades.

 **STUDENTS DO:** Number off and go to assigned area to begin game. Send one person to the teacher to receive clue.

TEACHER DO: Whisper clue to first group of students. Have students whisper the clue back to confirm.

TEACHER SAY: Remember, this is a silent game. No talking.

 **STUDENTS DO:** Play **Charades**. As students finish, the next numbered student comes to the teacher for a clue.

TEACHER DO: Observe groups to make certain only body language is used. Play as many games as time allows. Students may come up with original ideas if time allows. Ask students to thank each other when directed to return to seats.

 **STUDENTS DO:** Thank team members for helping to play the game.

TEACHER SAY: That was so much fun for me to watch. How do you think Charades can help you perform in drama?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: Yes, acting is more than just using words. We need to practice using our bodies and our voices. Let's practice combining the two together now. Use Hands Up, Pair Up to find a new partner.

TEACHER DO: Hand out pretend money for students to **Role Play** buying and selling goods.

5. TEACHER SAY: One of the things we practiced in math and in our How the World Works theme is how to use money. You will work in small groups to Role Play scenarios that I give you. Let's tell the class again: What is meant by a scenario?

 **STUDENTS DO:** Explain scenario.

TEACHER SAY: Everyone will practice the scenarios I give. Before we start, let's have two student helpers model what you will be doing.

TEACHER DO: Choose a pair to model a **Role Play** scenario if needed. When students are ready, provide the following scenario for the first round of **Role Play**.

TEACHER SAY: Here is your scenario. One of you is thirsty and wants a snack. You walk into a store with 5 pounds to buy a bottle of water and an orange. The other partner is a grocery store cashier. The bottle of water costs 3 pounds. The orange costs 2 pounds.

 **STUDENTS DO: Role Play** scenario with partner.

TEACHER DO: Because of the amount of room needed, you may decide to have two students **Role Play** while two or three groups watch that group, then take turns between groups. Listen to students as they **Role Play**, and note on the board pieces of the scene you overhear. Skits likely include greeting the customer, asking how much the water costs, exchanging money for the product, making change, and saying "thank you."

TEACHER SAY: I heard many good examples of how we buy and sell goods. I especially liked hearing respectful words like greetings and "thank you." Here is your next scenario. Switch roles this time. The customer wants to buy an item that costs 2 pounds. The customer pays with a 5-pound note. The vendor must give the correct change. Role Play the scenario, and remember to be courteous.

TEACHER DO: Walk around, watching students as they exchange money.

 **STUDENTS DO: Role Play** scenario.

TEACHER DO: Adapt the directions to meet the needs of your class. Add more scenarios relevant to students' recent learning in math. Have groups give feedback to performers as appropriate.

TEACHER SAY: Thank you all for working together so well. Please thank each other and return to your seats.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we used drama to communicate what we learned about How the World Works. How does drama help us remember what we learn? Talk with your Shoulder Partner.

 **STUDENTS DO:** Share with **Shoulder Partner**.

TEACHER SAY: You will have another chance during our chapter to use drama. Thank you for your work today.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Use technology to research an upcoming art show. • Explore different art forms.	• Art Show • Photograph • Sculpture • Painting	• Student Book • Crayons • Markers • Pencils • Chart Paper or Board • "Types of Art" chart

PREPARATION

Create a "Types of Art" chart to use during the lesson. Create three columns with the titles Photographs, Paintings, Sculptures.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

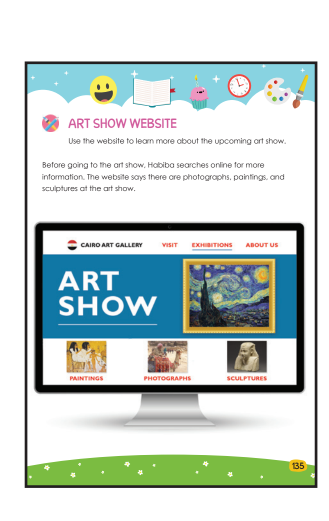
TEACHER SAY: In the previous lesson, we used drama to explore How the World Works. Let's review. How can drama help us learn? ____________, please use Calling Sticks to choose two students to respond.

 **STUDENTS DO:** Lead discussion; offer ideas.

TEACHER SAY: In the past few days, we have discovered how artists communicate through visual art, music, and drama. In today's lesson, we will read a story to explore other ways artists can communicate.

Note to Teacher: The student book page Art Show Website is a model of a page that might be found on the internet advertising an art show. If you have access to technology in your classroom, you may choose to also display a website for a local or regional art show.

2. TEACHER DO: Make sure students have student books. Display "Types of Art" chart.



TEACHER SAY: Remember Habiba and how she visited a monument? Today, in the story, Habiba is going to an art show. Before we read the story, let's think about what we already know about some types of art. Open your student book to the page Art Show Website.

 **STUDENTS DO:** Open student book to correct page.

 **READ ALOUD: Use the website to learn more about the upcoming art show.**

TEACHER SAY: Raise your hand if you have ever used the internet to learn about something. Share your experience with the class. Remember you can use the internet on a computer, a tablet, or even on a mobile phone.

TEACHER DO: Select two or three students to share experiences.

 **STUDENTS DO:** Raise hands to share experiences.

TEACHER SAY: Just like you, Habiba uses the internet to learn more about the art show.

 **READ ALOUD: Before going to the art show, Habiba searches online for more information. The website says there are photographs, paintings, and sculptures at the art show.**

TEACHER SAY: What you are looking at in the student book is a "screenshot," or a model, of a website. It gives us information about the art show. It shows us different types of art. What do we already know about these types of art? We will add our ideas to the chart. Let's start with the photograph. Point to the photograph.

 **STUDENTS DO:** Point to the photograph.

TEACHER SAY: Let's Role Play taking a photograph.

 **STUDENTS DO: Role Play** taking a photograph.

TEACHER SAY: Tell us about taking a photograph. What did you do? What tools did you use? Raise your hand to share.

TEACHER DO: Call on several students to share. Add ideas to "Photograph" column.

TEACHER SAY: Photographs show real objects. They can also let us see faraway places. Who would like to describe the photograph on the website?

TEACHER DO: Select a student to describe the photograph.

 **STUDENTS DO:** Describe the photograph on the website.

TEACHER SAY: What do you think the artist wants to communicate through the photograph?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Next, can you find the painting on the website?

 **STUDENT DO:** Point to the painting on the website.

TEACHER SAY: Some paintings show real objects, like photographs. Other paintings show something from our imaginations. You used your imagination to paint your math stories in the last chapter. When you painted your math story, what tools did you use? Raise your hand to share.

TEACHER DO: Call on several students to share. Add ideas to "Painting" column.

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: What other type of art do you see on the website?

TEACHER DO: Use **Calling Sticks** to select a student to answer the question. If students do not know the word "sculpture," introduce it as vocabulary before moving on.

 **STUDENTS DO:** Respond (a sculpture).

TEACHER SAY: Yes, the website shows that there will also be sculptures at the art show. Paintings and photographs are both flat. A sculpture is three-dimensional and takes up space. You can walk around it. What kind of tools do you think an artist uses to create a sculpture?

TEACHER DO: Call on several students to share. Add ideas to "Sculptures" column.

Note to Teacher: Allow students to ***Brainstorm*** *ideas, then add what they may not know to the "Sculptures" column. List a variety of materials sculptures can be made from and a few tools.*

TEACHER SAY: Let's reread the chart we made.

TEACHER DO: Point to each word on the chart and read aloud.

 **STUDENTS DO:** Read chart aloud.

Note to Teacher: To extend learning, if you have online access in the classroom, show students a few websites about museums or art shows.

3. TEACHER SAY: This website gave us a lot of information about the art show. Let's read about Habiba's experience. We can learn more about how artists communicate. Open your student book to the page Habiba Goes to the Art Show.

 **STUDENTS DO:** Open student book to correct page.

 **READ ALOUD: Read the story.**

TEACHER SAY: In this story, Habiba is going to an art show. At the art show, many artists have work on display. Before we read the story, let's look carefully at the pictures. What do you see? Turn to a Shoulder Partner and share your observations.

 **STUDENTS DO:** Share observations with a **Shoulder Partner**.

TEACHER SAY: Raise your hand to share an observation with the class.

 **STUDENTS DO:** Raise hand to share observations.

TEACHER DO: Call on several students to share ideas.

TEACHER SAY: Let's read the story. First, I will read the story. Point to each word as I read the story aloud.

TEACHER DO: Read the story aloud.

 **STUDENTS DO:** Point to each word as it is read aloud.

4. TEACHER SAY: Now, let's read the story again, one paragraph at a time. If you can read with me, please do so.

TEACHER DO: Read the first paragraph aloud with students.

 **STUDENTS DO:** Read aloud with teacher.

TEACHER SAY: When we go to places like art shows, we need to have good manners. What do you remember about how to behave at important cultural sites?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: Good memories. Let's read the next paragraph.

TEACHER DO: Continue reading the story one paragraph at a time with students. Pause after each paragraph to interact with the text. Ask questions about student experiences (Have you ever seen a pyramid… an elephant… a tulip?) and what the artists are communicating (What do you learn from the artwork? What does it make you think about?).

 **STUDENTS DO:** Read aloud with teacher. Answer questions to think about the story.

TEACHER DO: At the end of the story, prompt students to consider the questions posed.

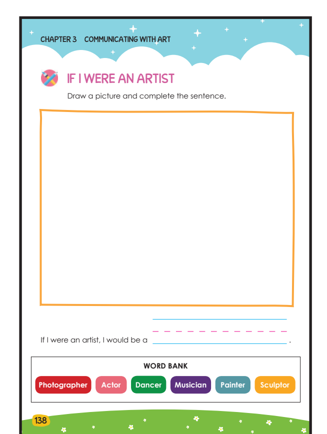
TEACHER SAY: What do you think Habiba will choose to try? Tell a Shoulder Partner what you think.

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER DO: Call on several students to share with the whole class.

5. TEACHER SAY: **I enjoyed reading the story about Habiba going to the art show. That was a nice story. Did you also enjoy the story? Thumbs Up if you enjoyed the story.**

 **STUDENTS DO: Thumbs Up**.



TEACHER SAY: **In the story, we looked at three different types of art. Each piece of art communicated a message. At the end of the story, Habiba said she would like to be an artist. We can all be artists. Let's think about what kind of artist we would like to be. Open your student book to the page If I Were an Artist.**

 **STUDENTS DO:** Open student book to correct page.

 **READ ALOUD:** **Draw a picture and complete the sentence.**

TEACHER SAY: **What kind of artist would you like to be? Why? Tell a Shoulder Partner.**

 **STUDENTS DO:** Share with a **Shoulder Partner**.

TEACHER SAY: **Let's read the sentence on the student book page.**

 **READ ALOUD:** **If I were an artist, I would be a ________________.**

TEACHER SAY: **Complete the sentence with a type of artist from the word bank. Point to the words as I read them.**

 **STUDENTS DO:** Point to words in the word bank as teacher reads out loud.

TEACHER SAY: **When you are done writing, draw a picture of yourself as the artist.**

 **STUDENTS DO:** Complete the sentence and draw a picture.

TEACHER DO: Circulate around the room. Provide guidance as needed.

6. TEACHER SAY: **Let's share our work with a partner. I am going to play music. When the music stops, find the nearest classmate to be your partner. Share your picture and your sentence.**

TEACHER DO: Play an instrument, sing, or hum long enough to get students moving around the room. Stop playing so students can partner up. Repeat process until students have shared with three different partners.

 **STUDENTS DO:** Walk around the room. When the music stops, find a partner and share student book page If I Were an Artist.

TEACHER SAY: **Thank you for sharing. Please go back to your seats.**

 **STUDENTS DO:** Return to seats.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we discovered more ways that artists can communicate. We also imagined being an artist. What would your first work of art be? Share with your Shoulder Partner.**

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER SAY: **At the end of the chapter, we will host our own art show and invite our families to view our artwork. I am so excited for you to create the art that we will put in our show. In the next lesson, we will all practice being sculptors.**

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify and compare different materials used to create sculptures. • Create a sculpture using different materials.	• Sculptor • Materials	• Student Book • Pencil • Crayons • Chart Paper or Board • Markers • Play Dough • Small pieces of paper in a variety of colors • Scraps of fabric

PREPARATION

Prepare play dough made for students to use if you do not have clay. A simple play dough recipe is: Mix 250 g flour and 50 g salt. Mix 140 ml warm water with the mixture. Knead together. Add extra flour until the dough is no longer sticky. You can make a larger batch depending on your class size.



Learn (90 minutes)

Directions

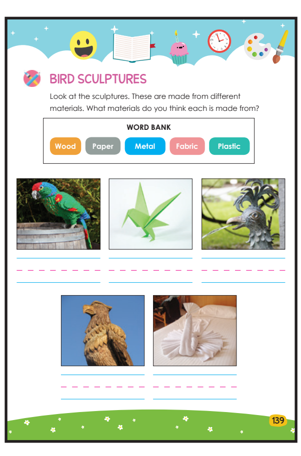
1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask student to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: Let's begin today sharing discoveries you have made about art. What have you learned that will help you improve your artwork?

TEACHER DO: Choose a student leader to guide the discussion.

 **STUDENTS DO:** Share discoveries about art.

2. TEACHER SAY: Thank you, _________, for leading our discussion. I am glad you have learned so much. Today we will learn to create a new kind of art. We will be sculptors. First, let's look at some sculptures in our student book.





TEACHER DO: Take out student book and direct students to the page Bird Sculptures.

TEACHER SAY: The title of this page is "Bird Sculptures." Let's look at the sculptures. Talk about the pictures with your Shoulder Partner. What do you see?

 **STUDENTS DO:** Observe and discuss with **Shoulder Partner**.

TEACHER SAY: What do you notice about the different sculptures? As you share, tell us which sculpture you are looking at or comparing.

TEACHER DO: Allow time for students to share observations. Encourage creativity and use of description words.

 **STUDENTS DO:** Respond to pictures.

 **READ ALOUD: Look at the sculptures. These are made from different materials. What materials do you think each is made from?**

TEACHER SAY: There is a word bank given. Let's read the words together. "Wood, paper, metal, fabric, plastic."

 **STUDENTS DO:** Read words along with teacher.

TEACHER SAY: Please write the correct word under each bird sculpture. If you need help, talk with your Shoulder Partner.

 **STUDENTS DO:** Identify correct materials; write words on student book page.

3. TEACHER SAY: Each of these sculptures represents a bird, but all are made with different materials. Sculptures can show one thing, like a bird, in many different forms depending on the materials used. Do you have a favorite animal? Could you build a sculpture of your favorite animal using different materials? First, tell your Shoulder Partner your favorite animal and why it is your favorite.

 **STUDENTS DO:** Discuss favorite animals with partner.

TEACHER SAY: Raise your hand if you can share your partner's favorite animal. When I call on you, be sure to tell the class what animal he or she likes and at least one reason why.

TEACHER DO: Call on a variety of students to share what partners said. This is a good technique to promote active listening.

 **STUDENTS DO:** Share responses.

TEACHER SAY: Today we are going to practice creating sculptures using different materials. I have gathered the following supplies for you to use: (list the supplies, ranging from play dough, scraps of paper, bits of fabric, and so on). Because we will be using play dough, let's think how we can be safe with play dough. What rules should we follow in working with play dough? Share your ideas with a Shoulder Partner.

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER DO: Call on multiple students to share ideas with the whole class and reinforce the basic rules of working safely with play dough through the discussion. If desired, write a short list of rules on the board and have students read it out loud with you.

4. TEACHER SAY: Thank you. Your ideas will help us be safe and responsible with our play dough. Now let's explore play dough. Work with play dough on your own for a minute. Think about how the play dough feels. Think about how to mold the play dough into different shapes.

 **STUDENTS DO:** Manipulate play dough into various designs.

TEACHER DO: Allow students to explore the play dough for a few minutes. Circulate around the room, ensuring students are using the play dough appropriately.

TEACHER SAY: Thank you for exploring safely. What did you learn about how to work with the material? _________, please lead our discussion. You may use a few Calling Sticks to choose students to share.

 **STUDENTS DO:** Share and demonstrate ideas.

TEACHER DO: Make a list on the board of how students manipulated the play dough (pinch, pull, roll, etc.). Add other helpful strategies the students do not mention and demonstrate as needed. For example, make a cylinder shape by rolling, pinch to make ears or a tail, smooth two pieces to stick together.

TEACHER SAY: _________, thank you for leading our discussion. The play dough was used in many different ways. I wrote your strategies on the board. Use these to sculpt the play dough. Your task is to create sculptures of your favorite animal using a variety of materials.

5. TEACHER DO: The next part of this lesson can be as structured or as open-ended as you wish. If you feel your students will need help using the different materials, modify the instructions above for using play dough for each different material. If you want all students to use two or three different materials to create artwork, you may wish to have all students start with one type and then move on

to another. Alternatively, you can arrange all of the supplies in one central area and instruct students they have a specific amount of time to create two or three sculptures and allow the time to be more unstructured. Modify as needed to suit the needs of your class.

TEACHER SAY: **As you are creating your animal structures, you can be creative. You do not always have to make a realistic animal, you can choose different colors, shapes and so on.**

 STUDENTS DO: Create animal sculptures using a variety of materials.

Note to Teacher: If digital or other images of various animals are available, this would be a good time to share with the students. However, emphasize to students that sculpture does not have to be realistic, and they can feel free to be creative.

TEACHER DO: Circulate while students are creating and encourage respectful sharing of materials. After an appropriate amount of time has passed and most students have completed sculptures, use an Attention Getting Signal to bring the class back together.

6. TEACHER SAY: **I appreciate the way you have all experimented with different materials to create animal sculptures. We are now going to share what we made by having a Gallery Walk. Who can remind the class of how to act during a Gallery Walk?**

 STUDENTS DO: Share ideas.

TEACHER DO: Instruct students to walk carefully around the room to observe other students' sculptures. During the closing, students will share their experiences and discuss the relative benefits or drawbacks of each material.

Note to Teacher: Determine a place to store the sculptures until the art show during Lesson 10.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we used different materials to create sculptures. Could _____ (student leader) come up and lead our closing today? Ask your friends in class to share what was good about using each material. Also ask your friends to share what was challenging about using each material.**

 STUDENTS DO: Leader facilitates discussion regarding the use of different materials.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Use materials from surrounding environment to create a nature scene. • Compose a verbal short story to accompany artwork. • Recognize literature as a form of art.	• Visualize • Nature • Natural materials	• Student Book • Pencil • Crayons • Chart Paper or Board • Markers • Read aloud book—see Preparation • Extra paper (one piece per student) • Art materials from nature (such as small twigs, gravel, leaves, seeds, flower petals) • Glue

PREPARATION

Send a note home to invite families to the art show in Lesson 10. You may also wish to invite one parent or other volunteer to help set up prior to the art show. Choose a book about animals in nature to read out loud to the class. The book should be descriptive so students will be able to visualize pictures of the setting and the animals that live there without seeing the pictures or illustrations. Collect materials from nature for students to use to create artwork. Materials are not limited to the suggested list.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask student to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Let's begin today sharing our experience with sculpting. What was the most challenging part of creating the sculpture for you?**

TEACHER DO: Choose a student leader to guide the discussion.

 STUDENTS DO: Share experiences and challenges encountered while sculpting.

TEACHER SAY: **Thank you, ________, for leading our discussion. We will keep your sculptures to display at the art show. Today we are going to think about and explore another form of art. In the first chapter of this theme, we learned about communicating through stories. Stories can also be artistic.**

2. TEACHER DO: Take out the read aloud book and show the cover to the students.

TEACHER SAY: **Some of you may be wondering how a book can be art. Talk with your Shoulder Partner. Why is a book or story a form of art?**

 STUDENTS DO: Talk about books as a form of art.

TEACHER SAY: **Let's share some of your ideas.**

TEACHER DO: Choose at least four or five students to share ideas.

 STUDENTS DO: Share ideas with the class.

TEACHER SAY: **You said (repeat one student's answer, such as illustrations are art). You worked hard to create your own art through illustrations. I think we can all agree that illustrations are a form of art. What do illustrations in a book communicate, or tell, the reader?**

 **STUDENTS DO:** Offer ideas (help tell story, show setting and emotion, and so on).

TEACHER SAY: Yes. Illustrations in books are important to a story. What about the story itself? Is it a form of art? Think for a moment, then talk with your Shoulder Partner. Form a sentence together that explains why a story can be art.

 **STUDENTS DO:** Talk with **Shoulder Partner**.

TEACHER DO: Walk around listening to students' conversations. Expand students thinking through questions such as "How does a writer help us 'see' the story?"

 **STUDENTS DO:** Share ways writing is an art.

3. TEACHER SAY: Yes, writing is another type of art. It takes a lot of practice to be a good author who writes stories that people enjoy. Let's take some time to enjoy writing as an art. I will read you a story, but I am not going to show you the pictures. Listen closely so you see pictures in your mind. The details will help you.

TEACHER DO: Read the nature story you selected to students without showing the illustrations. As you read the story, emphasize descriptions of the animals and the environment.

 **STUDENTS DO:** Listen carefully, visualizing the story.

TEACHER SAY: Let's review what the story was about.

TEACHER DO: Use **Calling Sticks** to select students to retell the story.

 **STUDENTS DO:** Retell the events in the story.

TEACHER SAY: The author used a lot of imagination when he/she wrote this story. Sometimes writing retells something that has actually happened. Sometimes the author uses imagination to make up a new story.

TEACHER DO: Recount a part of the story where imagination and creativity were used by the author.

4. TEACHER SAY: The author used descriptive words to help you see the animals in the story. Let's think about what you saw in your mind as I read to you. Share with your Shoulder Partner. Describe where the story takes place.

 **STUDENTS DO:** Respond with evidence from story.

TEACHER SAY: Thank you for sharing your ideas. This was a wonderful story. Since we have not seen the illustrations, let's create our own illustrations for the story.

TEACHER DO: Introduce the assignment and show students the art supplies available. Provide guidelines for how students are expected to gather, use, and share art supplies. Reread several passages of the story that describe the location and animals.

TEACHER SAY: Use what you see in your mind to communicate the story through another form of art, a picture. The setting of the story is nature. The materials you use for the picture will also be from nature.

TEACHER DO: Share each material available to use.

TEACHER SAY: Let's see what you can imagine with these pieces. Turn to your Shoulder Partner to share ideas about how to use the available materials.

 **STUDENTS DO:** Share ideas.

TEACHER DO: Add to students' ideas as necessary.

5. TEACHER SAY: Now you know what materials you will use. Let's use some Think Time to decide which part of the story you will create in your picture. Think about the setting of the story.

 **STUDENTS DO:** Use **Think Time**.

TEACHER SAY: Before we begin, everyone put your name on the back of your paper and hold it up so I can see it.

 **STUDENTS DO:** Write name, then hold up paper.

TEACHER SAY: Good job. When you are ready, gather your materials and begin working on your illustration of the story.

TEACHER DO: If needed, have an example of a nature picture made with the available materials to show students. Model carefully using glue to attach materials to the paper if students are unfamiliar with using the materials. Circulate while students work to support and answer questions as needed. Direct students who finish early to clean up the working area and help students who may need assistance. Designate an area where the nature pictures can dry.

6. TEACHER SAY: It looks like you are all finished with your pictures. Now we are going to use our pictures of the story we read to write a new story. Just like the author, it is now your turn to use your imagination to tell a story about your picture. Use Think Time to think about a story to tell.

 **STUDENTS DO:** Use **Think Time** to create a story.

TEACHER DO: If students need more support, provide questions to consider such as "Which animals will be characters in your story?" and "What are the animals doing in the setting you created?"

TEACHER SAY: Let's use Hands Up, Pair Up to find a partner. When you meet your new partner, take turns telling your nature story and then listening to your partner's nature story.

 **STUDENTS DO: Hands Up, Pair Up** and share nature stories and pictures.

TEACHER DO: Walk around, listening to conversations. Praise students for creativity and using rich descriptions.

TEACHER SAY: Thank your partner for sharing the story and picture with you, and then return to your seat.

TEACHER DO: If time allows, students may want to share the story and artwork with more than one partner.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Your artwork is wonderful. I loved hearing your stories. Let's have a student leader guide our closing discussion today. The question for discussion is: How did you use your artwork to come up with a story idea?

TEACHER DO: Choose a student leader to invite three or four students to share experiences.

 **STUDENTS DO:** Share experiences.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Create a mask using natural materials from the environment. • Use two-dimensional materials to create a three-dimensional mask. • Imagine the use of a mask to tell a story.	• Mask • Visualize • Three-dimensional	• Student Book • Pencil • Crayons • Chart Paper or Board • Markers • Read aloud book from Lesson 6 • Scissors • Glue or Tape • Scrap paper • Craft materials (such as colorful construction paper, yarn or string, buttons, pom-poms, rubber bands, cotton balls, ruler or craft stick to hold mask)

PREPARATION

If available, bring in assorted books of animals to use as reference when making an animal mask. If books are not available, provide digital or printed images of animals.



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask student to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER DO: Select a student to lead the introduction.

TEACHER SAY: Making art allows us to be creative. _________, please lead the class in discussing how writing a story allowed you to be creative.

 **STUDENTS DO:** Discuss creativity demonstrated in previous lesson.

TEACHER DO: Thank the student leader and take out the read aloud book used in Lesson 6 to share with students.

2. TEACHER SAY: In our last lesson, we read this story. Think first about your own work. How did the story help you during the last lesson? Think to yourself first, then share your ideas with a Shoulder Partner.

 **STUDENTS DO:** Use **Think Time** then share with partner.

TEACHER DO: Reread the story, stopping to review the setting. Discuss the animals that live in the environment. Show students the illustrations this time.

 **STUDENTS DO:** Listen to story and interact with teacher during discussion.

TEACHER SAY: Some of you noticed the illustrations are a little different than what you saw in your mind. Let's share some ways the illustrations are different than what you imagined.

 **STUDENTS DO:** Share differences.

TEACHER SAY: We all visualize a little differently, but that is okay. Did you hear anything in the story that you do not remember from the last time we read it?

 **STUDENTS DO:** Share differences.

TEACHER SAY: A good book invites us to read it more than once, learning more about the characters and the story each time. I asked you earlier to think about how the story helped you in your art and writing projects during the last lesson. Talk with your Shoulder Partner. How did the story help you develop ideas?

TEACHER DO: Walk around, listening to students' reactions. If appropriate and the student is willing, share a student's ideas with the whole class to deepen the discussion.

 **STUDENTS DO:** Discuss story with **Shoulder Partner**.

3. TEACHER SAY: Today we are going to create a new piece of art. We will use the book, your nature picture, and the story you created to inspire new art. Artists often use each other's work as inspiration. Books are often made into plays, television shows, and movies. Can anyone think of an example?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: Tomorrow we are going to write a short play inspired by the book we read. We will all be the actors in our play. Since the characters are animals, we need a way to play animals in our skit. The audience needs to know that the actors in our play are animals. How do you think we can do this?

 **STUDENTS DO:** Offer ideas.

TEACHER SAY: You have great ideas. One way to tell an audience we are animals is to wear a mask. We will make a mask of one of the animals today. You already made sculptures of your favorite animal. You can make your mask of the same animal, or you can choose a different animal today. Then in our next lesson, we will use the mask to make up a skit. Turn in your student books to the page Masks.

 **STUDENTS DO:** Open student book to correct page.

TEACHER SAY: Take a few minutes to look at these masks. How will these examples of masks help you create your own mask? Tell your Shoulder Partner what you notice.

 **STUDENTS DO:** Discuss sample masks with **Shoulder Partner**.

TEACHER DO: While students are discussing the pictures, take out the materials that are available to make masks. Be prepared to talk about how each material might be used. Allow students to lead; suggest ideas only after students have generated original ideas.

TEACHER SAY: Let's discuss your ideas.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: The pictures can give us many ideas. They show us that a mask should be only a face. They show us that a mask can have an expression like a smile. There will be one big difference between these pictures and our masks. We learned in math class that these pictures are two-dimensional. Let's make our masks three-dimensional. What do I mean by three-dimensional?

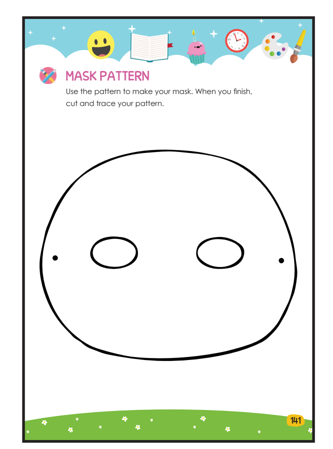
 **STUDENTS DO:** Define three-dimensional.

TEACHER SAY: We have been making three-dimensional art this week. Who can share some things we have made that are three-dimensional?

 **STUDENTS DO:** Respond (sculpture and nature art).

TEACHER SAY: Yes. Our sculptures and nature pictures were both three-dimensional. Let's make our masks three-dimensional too. I have some materials here that we can use.

TEACHER DO: Go over the materials with students, letting the students generate ideas. Help as needed. For example, the rubber bands could be cut to make whiskers, or buttons used to make a nose.



4. TEACHER SAY: Let's look at the next page in the student book, Mask Pattern. This page will help you as well.

 **STUDENTS DO:** Turn to correct page.

TEACHER SAY: Who would like to read the directions?

TEACHER DO: Choose a student to read the directions.

 **STUDENTS DO:** Follow along as the directions are read aloud.

TEACHER SAY: This is a pattern to start making a mask. Think about how you can use it. Talk with your Shoulder Partner to share ideas.

 **STUDENTS DO:** Share thoughts with **Shoulder Partner**.

TEACHER DO: Demonstrate for students how to use the pattern as a basis for the mask. **Think Aloud** as you add details or adjust the basic form. Ask students for ideas along the way. Your finished drawing should be a basic representation of the mask to be made. As you **Think Aloud**, talk about the materials you will use.

 **STUDENTS DO:** Offer suggestions and watch as teacher creates basic drawing for mask.

TEACHER SAY: Once I have the drawing done, what should I do next?

 **STUDENTS DO:** Suggest next steps.

TEACHER DO: Write steps on the board or chart paper. Depending on the materials available to the students, direct the students to cut out the drawing, trace it onto heavier paper, or reproduce it on the available material. If other materials are not available, students can finish adding details and color to the mask and cut out carefully to make the mask. Provide students books or pictures of animals featured in the read aloud story so that they can study details that might be helpful to include on the masks.

5. TEACHER SAY: Let's get started. First work on your drawing. Focus on the details that will help someone recognize your animal. Think about what materials you will use for each detail. When you are done, raise your hand. I will look at your drawing and give you supplies for making it three-dimensional (adjust process as needed). Go ahead and get started.

 **STUDENTS DO:** Work on masks, following steps provided.

TEACHER DO: Encourage students to share materials and help each other as needed. Remind students about making masks three-dimensional. Coach students to make ears and other features with folded, bent, or rolled colored paper. Folding the mask down the middle from top to bottom will make it easier to wear. Have students who finish early clean up and put the masks in a designated area to dry. If appropriate, allow students to help others, read, or complete the nature story if it is not already done.

Note to Teacher: Be sure students write names on the back of the masks.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: We have made masks for many different animals. In our next lesson, you will write and perform a skit about your animals. Right now, let's choose a student leader to close our discussion. Our question for today is: What detail on your mask helps identify the animal?

TEACHER DO: Choose student leader to guide discussion.



STUDENTS DO: Share about mask.

TEACHER SAY: **It will be fun for you to use your masks in the skit.**

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify elements of a script. • Collaborate to write a script. • Perform a skit using masks.	• Role • Scenario • Script	• Student Book • Pencil • Crayons • Chart Paper or Board • Markers



Learn (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask student to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER DO: Pass out masks to students.

TEACHER SAY: Let's begin our lesson by sharing our mask with a partner. Hands Up, Pair Up to share masks. Talk about why you chose to make this animal.

 **STUDENTS DO:** Find partner and share mask.

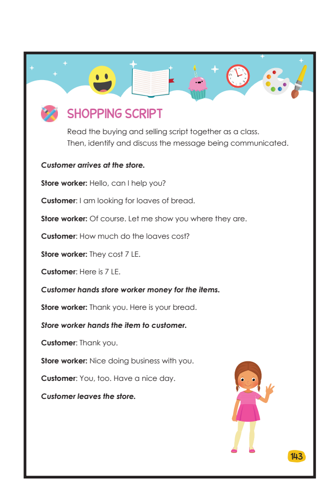
TEACHER DO: Repeat one or two more times. Direct students back to seats with the masks.

TEACHER SAY: It is always fun to share our art. You will be using your masks today. Who remembers how we will use the mask?

 **STUDENTS DO:** Share ideas from memory.

2. TEACHER SAY: Yes, we will perform a short skit today. To prepare, you will work with your group to add details to a skit. Then you will practice before presenting to other groups in the room.

TEACHER DO: Put students in groups of four sitting together. Make sure all groups have student books, pencils, and crayons.


SHOPPING SCRIPT

Read the buying and selling script together as a class.
Then, identify and discuss the message being communicated.

Customer arrives at the store.

Store worker: Hello, can I help you?

Customer: I am looking for loaves of bread.

Store worker: Of course. Let me show you where they are.

Customer: How much do the loaves cost?

Store worker: They cost 7 LE.

Customer: Here is 7 LE.

Customer hands store worker money for the items.

Store worker: Thank you. Here is your bread.

Store worker hands the item to customer.

Customer: Thank you.

Store worker: Nice doing business with you.

Customer: You, too. Have a nice day.

Customer leaves the store.

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TEACHER SAY: Earlier in this chapter, we practiced acting and playing a role. You are good at using your words and bodies to play a role. When we Role Play, we start with a scenario and use our imaginations to act out the scene. We have also written a script so that we can remember what to say in a skit. Take out your crayons and turn to the next page in your student book, Shopping Script. This script should look familiar, as we used it earlier in the year.

 **STUDENTS DO:** Turn to the correct page and get crayons.

TEACHER SAY: Let's take a few minutes to review the script we used in an earlier theme, before we start on writing a new one. This a script we wrote in How the World Works. It tells us what to say in a specific scene. Let's read over it together.

TEACHER DO: Read through the script, pausing each time you read a character name before continuing with the line to be spoken.

 **STUDENTS DO:** Read along with the teacher, either orally or silently.

TEACHER SAY: **First, does the script tell a story? What is the basic story it tells? Talk with your group.**

 **STUDENTS DO:** Summarize the story with assigned group.

TEACHER SAY: **Just like any good book, movie, or play, a skit should tell a story. Now let's look at the parts of the script. Most of the script is spoken by a character. Who can read a line that is meant to be spoken?**

 **STUDENTS DO:** Offer examples.

TEACHER DO: If possible, project the student page for all to see. Highlight with marker or colored crayon the lines of conversation identified by the students.

TEACHER SAY: **Let's color the words that are spoken. We need to use a light color so we can easily see what is written. Find and hold up a yellow crayon or the lightest color you have.**

TEACHER DO: Highlight with crayon the lines of dialogue.

 **STUDENTS DO:** Follow along with teacher to color each line of dialogue. Help partners as needed.

TEACHER SAY: **Very good. If we are doing a skit, we also need to know where to move and where the story takes place. Look at the first sentence. Is this line spoken out loud in the skit?**

 **STUDENTS DO:** Respond (no).

TEACHER SAY: **This line describes an action. What other lines describe actions? Let's find another light colored crayon and color all of the action lines as we find them.**

TEACHER DO: Call on students with hands raised to identify action lines. Allow time for students to highlight each as it is identified. If a student identifies a line of dialogue, ask another student if they agree or disagree.

 **STUDENTS DO:** Identify and highlight four action lines in the script.

TEACHER SAY: **How many people are in this skit? How do you know? Decide with your group.**

 **STUDENTS DO:** Count number of people in the skit, using evidence.

TEACHER SAY: **Yes, there are only two people in the skit. What are the lines that the customer says? Show your partner.**

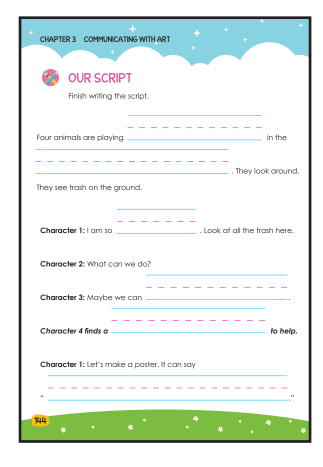
 **STUDENTS DO:** Point to the lines the customer says.

TEACHER SAY: **How do you know those are the customer's lines?**

 **STUDENTS DO:** Offer ideas (lines begin with "Customer:").

TEACHER SAY: **Who is the other character in the skit?**

 **STUDENTS DO:** Identify second character (the store worker).


CHAPTER 3 COMMUNICATING WITH ART

OUR SCRIPT

Finish writing the script.

Four animals are playing ____________ in the ____________. They look around. They see trash on the ground.

Character 1: I am so ____________. Look at all the trash here.

Character 2: What can we do?

Character 3: Maybe we can ____________.

Character 4 finds a ____________ to help.

Character 1: Let's make a poster. It can say "____________."

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3. TEACHER SAY: **Good. I think you know all important parts of a script. Let's review. A script contains action, dialogue, and labels to show who is speaking. You are ready to write a skit to perform today. You will write your script together with your group. This time the skit is about the animals you have made into masks. Let's turn to the next page in the student book, Our Script.**

 **STUDENTS DO:** Find the correct page.

TEACHER SAY: **A script has been started for you. You will work with your group to finish it. Follow along as I read, then talk with your group about how you want to finish the story in the script.**

TEACHER DO: Read through the unfinished script in the student book.

 **STUDENTS DO:** Follow along with the reading and then discuss missing parts with partner.

Note to Teacher: The skit is about animals that are playing in the park and see trash on the ground. As a group, the animals decide to do something to protect the environment. Encourage students to think creatively and use their imaginations, as animals cannot really talk, nor would they be able to make a poster and so on. You may also modify the script to reflect an environmental issue that your local community faces.

TEACHER SAY: Let's finish the script together. I will read the lines. You and your group can decide what goes in each blank. The first line says, "Four animals are playing ______________." This sentence will describe the setting. What are the animals playing, and where? One example might be "playing football in the park."

TEACHER DO: Guide students through finding reasonable answers to complete each blank on the page. Read each statement or a couple of statements at a time as appropriate, then allow students time to complete the statements read. Groups will have different responses. You may want to create a word bank for the students.

 **STUDENTS DO:** Work with group to complete page.

TEACHER SAY: Now, decide which characters you will each be.

 **STUDENTS DO:** Choose part.

TEACHER SAY: We will use the colors to highlight each character's part. That way it will be easier for you to find your part to read.

TEACHER DO: If you think it would be helpful, suggest that students highlight the lines their assigned character will say with a light-colored crayon.

4. TEACHER SAY: You have written your very own scripts. Let's take a few minutes to practice your skit with your groups. Then you will perform in front of other groups. Remember to use your mask as you practice.

 **STUDENTS DO:** Practice skit.

TEACHER DO: Once everyone has had time to practice, assign two or three groups to present to each other.

TEACHER SAY: Now you will perform your skit in front of (another or two other) groups. Take turns presenting your skits. When groups finish, be sure to tell each group what you like about the skit.

 **STUDENTS DO:** Perform skits in front of friends.

TEACHER DO: Observe groups. When all have had time to present, bring students together as a whole group for closing. Collect masks and place in an area for the art show.

 **STUDENTS DO:** Clean up and prepare for closing.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER DO: Choose a student leader using **Calling Sticks**.

TEACHER SAY: Our student leader for this discussion is __________. The discussion question is: How did your characters feel in the skit?

 **STUDENTS DO:** Share thoughts.

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Create a classroom newsletter to review and share yearlong learning.	• Newsletter • Stanza	• Student Book • Pencil • Crayons • Chart Paper or Board • Extra sheets of large format paper • White drawing paper (one per student) • Digital camera • Newspaper • Printer (optional) • Digital tools to produce and publish writing and art (optional)

PREPARATION

Find one or more sample newsletters to show students. Students will be working in stations for this lesson. Designate areas in the room for each station and provide a few sheets of large format paper and any extra materials you think would be helpful in each location. Stations include:

- Learning through Music
- Learning through Art
- Caring for Plants
- Stories We Read



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask student to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

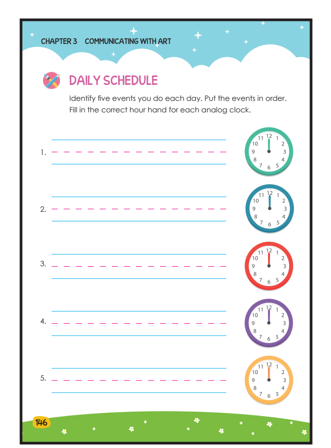
Note to Teacher: If available, use digital technology to show students sample newsletters. If available, consider having students create artwork for the newsletter using painting software.

TEACHER SAY: In the last lesson, we wrote and performed our skits. We used our animal masks as our costumes. I really enjoyed watching you perform. Let's give everyone in the class a chance to share something they liked about the skits. I will start first: "I liked the colorful masks." I will Popcorn to ________.



STUDENTS DO: Identify something good about a skit and then **Popcorn** to another student in the class until about 10 students have shared.

2. TEACHER SAY: Great work. Tomorrow we will be hosting an art show for our families and friends. We will display much of the art we have created in this chapter. We want to share what we have been learning all year too. Today we will be creating a classroom newsletter for our guests to read.



CHAPTER 3 COMMUNICATING WITH ART

DAILY SCHEDULE

Identify five events you do each day. Put the events in order. Fill in the correct hour hand for each analog clock.

1.

2.

3.

4.

5.

TEACHER DO: If available, show students a paper or digital newsletter and lead a discussion on what they observe about the format and content.

TEACHER SAY: Newsletters are helpful for communicating events that have happened or accomplishments. Your classroom newsletter will share some of what we have accomplished in our classroom this year. What is one thing you are proud to have learned? Share with your Shoulder Partner.



STUDENTS DO: Share accomplishments.

TEACHER SAY: We have shared a lot of our learning with family throughout the year. They have not been with us in school, though. Let's start our newsletter by sharing what we do during the day. Open your student books to the page Daily Schedule.

 **STUDENTS DO:** Open the student book to the correct page.

 **READ ALOUD:** **Identify five events you do each day. Put the events in order. Fill in the correct hour hand for each analog clock.**

TEACHER SAY: **Your family members want to know what you do all day at school, so let's collaborate to make the first page of our classroom newsletter. First, we need to identify five things we do almost every day. I think our first event should be "class begins."**

TEACHER DO: Record events in the daily schedule on the board or chart paper. Write "class begins" at the top of the list. Add "class ends" or "leave school" to the list as a second suggestion.

TEACHER SAY: **Who can name more important events we do every day or almost every day?**

 **STUDENTS DO:** Offer ideas.

TEACHER DO: Write student ideas on the list, circling or starring the five most important or most consistent events in the daily schedule. When the list is complete, ask students to help put the events in order. Rewrite them in order or label the five main events with numbers to show order.

TEACHER SAY: **On our page there are five clocks. What is missing from these clocks?**

 **STUDENTS DO:** Respond (hour hands).

TEACHER SAY: **The schedule on our page should be in order from the beginning to the end of the day. I have chosen five events for our schedule. Now, we need to figure out what time each event happens. Raise your hand if you have an idea for one of our events.**

 **STUDENTS DO:** Suggest when each event occurs.

TEACHER DO: Write times in a digital clock format after each important event. Prompt students as needed with specific questions such as "When do we start school (eat lunch, leave school) each day?"

TEACHER SAY: **Thank you for your help, class. We will use this schedule to share with visitors tomorrow. Let's copy down our schedule in our student books too. I have written the times to look like a digital clock. As you write the list in order, show the same time on the analog clock next to the list. Work with a Shoulder Partner if you have questions.**

 **STUDENTS DO:** Copy schedule into student book, translating times from digital to analog formats.

3. TEACHER SAY: **Congratulations. We have completed the first page of our newsletter together. For the remaining pages, we will split up the work. Each group will be responsible for completing one page of our classroom newsletter.**

TEACHER DO: Divide class into four groups. Assign each group a page in the classroom newsletter. Assign groups to stations around the classroom.

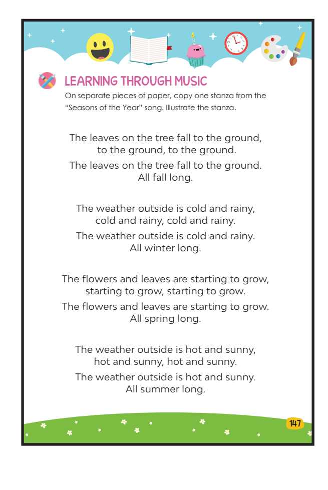
TEACHER SAY: **When I tell you where you will be working, take your student book, crayons, and a pencil with you.**

 **STUDENTS DO:** Bring student book, crayons, and pencil to group location.

4. TEACHER SAY: **We have four more sections of our newsletter to complete. Everyone in your area will be working on the same topic, but I have provided multiple pages for each area. You can work in smaller groups if you want.**

TEACHER DO: Assign each group one of the following pages in the classroom newsletter—Learning through Music, Learning through Art, Caring for Plants, or Stories We Read.

TEACHER SAY: **Each group, please open your student book to the correct page in the student book. Work with your neighbors to make sure you are on the page assigned to your group.**



LEARNING THROUGH MUSIC

On separate pieces of paper, copy one stanza from the "Seasons of the Year" song. Illustrate the stanza.

The leaves on the tree fall to the ground,
to the ground, to the ground.
The leaves on the tree fall to the ground.
All fall long.

The weather outside is cold and rainy,
cold and rainy, cold and rainy.
The weather outside is cold and rainy.
All winter long.

The flowers and leaves are starting to grow,
starting to grow, starting to grow.
The flowers and leaves are starting to grow.
All spring long.

The weather outside is hot and sunny,
hot and sunny, hot and sunny.
The weather outside is hot and sunny.
All summer long.

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TEACHER DO: Display student book for all students to see. Flip through the pages, reading the titles aloud for each page.

 **STUDENTS DO:** Open to the assigned page.

TEACHER DO: Review class expectations for behavior in a group setting if needed.

TEACHER SAY: **If someone in your group can read the directions, read them out loud. Divide up the work and materials in front of you. I will also come around to each group to read the directions and answer any questions.**

TEACHER DO: Allow approximately 25 minutes for the groups to complete newsletter pages. Tasks include:

- *Learning through Music:* Small groups will copy and illustrate one stanza of the song "Seasons of the Year."
- *Learning through Art:* Students will work in partners to draw a favorite art activity from the year.
- *Caring for Plants:* Each student will use the word bank to complete the steps of how to care for plants. Then in four smaller groups, students will copy and illustrate one step in caring for plants.
- *Stories We Read:* The group will brainstorm a list of stories read during the year. Then each student will select one story and create a cover page for that story. Encourage students to include stories read in the library if possible.

 **STUDENTS DO:** Complete classroom newsletter pages in stations.

TEACHER DO: Check in with each group to help clarify directions, then repeat as needed to support the work.

TEACHER SAY: **When your group has finished your page, raise your hand and I will collect your work.**

TEACHER DO: Collect classroom newsletter pages.

Note to Teacher: Compile classroom newsletters and display them during the art show. If students can take student books home at the end of the year, encourage them to complete the other pages during free time and share personal newsletters with family.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **I am very proud of all the work you have accomplished today. Tomorrow we will host our art show. Remind your family members what time they should arrive.**

TEACHER DO: Use **Calling Sticks** to select one student to lead the class closing discussion.

TEACHER SAY: **_________, please lead our class discussion. Ask the class, "What do we need to do to get ready for tomorrow's show?" I will write a list on the board to help us remember.**

 **STUDENTS DO:** Facilitate planning discussion for tomorrow's art show.

TEACHER DO: Write down ideas on chart paper.

TEACHER SAY: **We have a lot to do before our art show tomorrow, but I am sure if we work together, we can get it done. Tomorrow will be fun.**

Lesson 10 Overview

LEARNING OUTCOMES
Students will: • Prepare classroom for an art show. • Present artwork to classmates and family members. • Demonstrate proper etiquette with guests.

MATERIALS
• Student Book • Cleaning task cards • Classroom newsletters • Student artwork (choices include Colorful Me rainbows, whimsical creatures, nature pictures, masks, and any additional artwork saved from earlier in the year)

PREPARATION
Create cleaning task cards from the list of tasks brainstormed at the end of the previous lesson. Task cards should give students (individual, in partners, or small groups as appropriate) a specific cleaning task to accomplish before the visitors arrive. Choose where to display work for the art show, and whether you will hang up student artwork before the lesson or while students are cleaning. If possible, frame artwork done on paper with construction paper or other colorful paper on the back. Consider inviting a classroom parent or volunteer to help you organize and display the work, including designating an area for three-dimensional art.



Share (90 minutes)

Directions

1. Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Today is the last day of our chapter. We have learned a lot about communicating with art. Let's review. What different types of art help us communicate?**

TEACHER DO: Call on a student to lead the opening discussion.

 STUDENTS DO: Share types of art.

TEACHER SAY: **Thank you, _________, for leading our discussion. You may return to your seat.**

 STUDENTS DO: Return to seat.

2. TEACHER SAY: **Today we will prepare for our art show. Your family members will be arriving soon. Yesterday we made a list of cleaning tasks. I have copied these onto cards. When I hand you a card, work on your own or with assigned helpers to accomplish your task quickly and quietly. When you are done, return to your seat.**

TEACHER DO: Pass out task cards and assign working groups or partners as needed.

 STUDENTS DO: Accomplish the task and return to seats.

TEACHER SAY: **Thank you. The classroom looks beautiful. Before we begin our art show, let's think about the visitors coming. Let's review how we can show our guests respect when they arrive. Discuss this with your Shoulder Partner.**

 STUDENTS DO: Discuss with a **Shoulder Partner**.

TEACHER DO: Listen to students' discussions, then facilitate a classroom discussion. Guide the discussion to meet the needs for the art show in your own classroom.

TEACHER SAY: Who would like to model respectful behavior for the class?

 **STUDENTS DO:** Model respectful behavior toward guests.

TEACHER DO: Review the schedule for the day with students so they know what to expect. The following is a suggested sequence of events:

- Welcome guests.
- Students escort family members around the classroom to view displays and the classroom newsletter (this can be done individually or in small groups—review necessary logistics).
- Thank guests for coming.

Note to Teacher: You may want to have students sing a song together for the guests or have a few groups perform animal skits. These are optional additions to the suggested sequence of events. If time allows, have students practice sharing a display with other students before guests arrive.

3. TEACHER SAY: It is time to get ready for our art show. Our visitors will be here soon. Let's greet them as they enter and use our best manners.

 **STUDENTS DO:** Greet visitors and tour the newsletter and art displays.

TEACHER DO: Encourage visitors to ask multiple students about the displayed artwork and to visit as many pieces of art as possible. If students do not have a specific visitor to guide, encourage adults to invite more than one student to accompany them as they view the works of art. Facilitate conversations and provide structure as needed. Five minutes before the end of class, ask for everyone's attention to close the art show and thank guests for coming.

TEACHER SAY: Students, please thank our guests for coming. Join me in the front of the classroom.

TEACHER DO: Thank the visitors for attending and supporting the students.

 **STUDENTS DO:** Thank the visitors and sit down.

TEACHER SAY: Thank you for a wonderful art show. You should be very proud of your work.

4. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

Note to Teacher: If family members are still present for the closing, include them in the conversation as appropriate.

TEACHER SAY: That was a wonderful art show. I think your family members really enjoyed it. I know I did.

TEACHER DO: Choose a student leader using the **Calling Sticks**.

TEACHER SAY: ____________, please ask the class to share a positive comment you heard someone share during the art show.

 **STUDENTS DO:** Share positive comments.

TEACHER SAY: __________, please ask students to share one way to communicate through words, numbers, or art.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Thank you for leading the closing today. During this theme, we discussed many ways we can communicate. We explored how communication helps us learn. One person who has helped us learn all year is your Shoulder Partner. Let's close class by turning to your Shoulder Partner. Thank your partner for helping you learn.

 **STUDENTS DO:** Turn to partners to express gratitude.




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